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Survival Strategies for Tusculum College: An Ethnographic Evaluation of Enrollment, Student Recruitment and School Image

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To the Graduate Council:

I am submitting herewith a thesis written by Steven B. Hearn entitled "Survival Strategies for Tusculum College: An Ethnographic Evaluation of Enrollment, Student Recruitment and School Image." I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Arts, with a major in Anthropology.

Benita J. Howell, Major Professor

We have read this thesis and recommend its acceptance:

Michael H. Logan, Alanson A. Van Fleet

Accepted for the Council:

Dixie L. Thompson

Vice Provost and Dean of the Graduate School

(Original signatures are on file with official student records.)

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Awan Fleet

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

SURVIVAL STRATEGIES FOR TUSCULUM COLLEGE: AN ETHNOGRAPHIC
EVALUATION OF ENROLLMENT, STUDENT RECRUITMENT
AND SCHOOL IMAGE

A Thesis
Presented for the
Master of Arts
Degree
The University of Tennessee, Knoxville

Steven B. Hearn

June 1983

DEDICATION

This thesis is dedicated in memory of Dr. Jeffery L. Brown,
founder of the Institute of Archaeology, The University of Tennessee,
Chattanooga.

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Finally, I wish to thank my parents for their continuous faith throughout my educational endeavors. Only with their cooperation and patience have I been able to complete this project.

ABSTRACT

Many institutions of higher education have experienced a decrease in their student enrollments. One such institution, Tusculum College of Greeneville, Tennessee, has seen a drastic 55% decline in its enrollment over the past ten years. Unless this trend is reversed, Tusculum College faces a very uncertain future.

The purpose of this study was to develop a strategy which would help Tusculum College attract a greater number of students. To accomplish this, it was necessary to (1) analyze the college's current enrollment trends, (2) identify those geographic areas where the college currently attracts its greatest number of students, (3) determine the educational needs of prospective students living in these particular areas, and (4) measure the perceptions these students have of Tusculum College.

An ethnographic research methodology was utilized to investigate these issues and to measure the degree of cultural congruency that exists between sample populations. In this study the following sample populations were examined: (1) Tusculum students, (2) local high school seniors, and (3) Greeneville community residents. Four data collection techniques were utilized to investigate the relationship between these groups. These techniques were (1) participant observation, (2) the analysis of archival records and historical documents, (3) questionnaires, and (4) formal interviews.

The research revealed that Tusculum College has experienced a pronounced shift in its enrollment. As a result of this shift, the college can no longer depend upon its once large northern student population to offset its consistent, yet small, southern student population. If the college hopes to increase its student enrollment it should (1) focus more recruitment energy upon the local, southern students, (2) reduce its recruitment territory, (3) provide more information to local students, (4) restructure the curriculum, (5) reduce local student tuition, (6) implement a series of local student scholarships, and (7) improve Tusculum's social image. By utilizing this particular strategy, the college can not only attract a larger number of local students, but it can also begin to move more closely toward a culturally congruent relationship with the entire Greeneville community.

This research is useful for Tusculum College and any institution which seeks to develop a more complete profile of itself and determine how it is perceived within a selected community. School administrators need reliable data upon which to base policy decisions. Likewise, community members deserve the opportunity to participate in those decisions which may have an eventual effect upon themselves and their families. The future for Tusculum College and other institutions with declining enrollments is promising only when the resources of the college and the needs of their communities of service are in mutual accord.

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CHAPTER I

INTRODUCTION

Throughout the United States, one finds many small, liberal arts colleges that face an uncertain future. With decreases in student enrollments, variations in human migration patterns and predicted zero national population growth, college planners and administrators must quickly adapt to an ever changing educational market. For the past 25 years, higher education has experienced unprecedented growth. But this trend may soon come to a halt. "Demographic studies show that the number of high school graduates, though currently the largest in United States history, will take a precipitous 23.8% drop from 1976 to 1990" (Johnson 1979:13). For example, it is estimated that between now and 1990 the number of students graduating from New York state secondary schools will drop 33%, while 32% fewer students will be graduating from Michigan state secondary schools (Ivens 1979:8). Stephen Ivens (1979:8), Assistant Director for the College Entrance Examination Board, points out that "compounding the problem of a diminishing population are those of financing college and the questions some people raise about the worth of higher education." Today, education has become a product that is perceived critically and realistically by the consumer (Carpenter 1979).

Decreasing student enrollment is a problem shared by many private colleges throughout the nation. Even though more people are increasing their levels of educational attainment, they are becoming

more selective in the types of institutions they choose to attend. Don Carpenter (1979:13) points out "that the most notable trend among college students of this decade is the shift toward the pragmatic or what has been called the 'new vocationalism.'" As a result, those private colleges which have failed to adapt to this shift are experiencing a pronounced reduction in their student populations. Even more important is that some educators project that "almost no enrollment increases" will be experienced by "private institutions in the next five years"; but in contrast, there will be "nearly one-third more students enrolling in public institutions" (Binning 1971:173).

Obviously, the recent prosperity and optimism shared by many public institutions is not proportionally shared by the 1,677 private colleges found within the United States. During the period from 1969 to 1979, 141 of the 171 institutions of higher education that closed were private (Grant and Eiden 1981:115-117). Furthermore, it has been suggested that within a span of 10 years, "public institutions" could "absorb the educational load of all private colleges combined" (Binning 1971:173). Estimates conclude that by 1990, the number of private colleges will be reduced by one-half (Meeth 1970:535).

The major problem faced by these private institutions of higher education is "economic in nature" and largely associated with the increasing cost of education and revenue production (Binning 1971: 173-174). Dennis L. Johnson (1971:167) states that "endowment monies

are being used for operating expenses at one quarter of all private colleges." Therefore, it is generally felt that a successful and consistent admissions program is the key to financial stability at most private colleges (Binning 1971:173-174).

The revenues gained from student tuition, room, board and fees are a substantial part of any institution's budget. Stephen Ivens (1979:8) estimates that "for private institutions, tuition and fees may account for as much as 90% of operating income." Thus, the economic impact which results from an enrollment decrease of 50 residential students or 100 commuter students is tremendous; "especially in the smaller institution, where 50 students may represent one-tenth of the total enrollment" (Johnson 1971:168). A dramatic decrease in student enrollment usually results in an institution that is supersensitive to the need for capital and realistically concerned about ever mounting expenditures. It soon becomes apparent that to continue operating effectively, the institution must retain revenue by slowing student attrition while also increasing new student enrollment. Furthermore, it is obvious that the educational goals of an institution, its curriculum and its admission policy have a direct effect upon that institution's ability to enroll new students and to retain current students.

Tusculum College of Greeneville, Tennessee, is one institution that finds itself with a declining enrollment. This small liberal arts college which is located in the southern Appalachian region has seen its enrollment drop 55% in the past ten years. Like other

liberal arts colleges, Tusculum's curriculum is composed of mostly education, English, art and music courses. The college seeks to provide an educational opportunity for local residents as well as other students from across the eastern United States. This mission is reflected clearly in the college's student recruitment strategy. Currently, Tusculum utilizes the services of six admissions representatives who seek out potential students living within an area stretching from New York to Florida.

Since the late 1930s, Tusculum has enrolled a considerable number of students from areas outside the southern Appalachian region. In 1970, over 50% of the college's students were from the northern state of New Jersey. At the same time only 22% of Tusculum's students were from Tennessee. Today this trend has completely reversed itself. In 1981-82, 51% of Tusculum's 308 students were from Tennessee while only 13% were from New Jersey. With the decline of Tusculum's once strong northern student population it would seem that the college's future now rests with those prospective students living in the local Tennessee region. Yet Tusculum continues to focus much of its recruitment energies on students living outside of Tennessee and in states such as New Jersey, New York, Ohio, Maryland, Virginia, Georgia and Florida.

If Tusculum seeks to improve its chances for survival it must begin to enroll more students. To do so, Tusculum must re-evaluate its educational objectives and then select a specific student population that will permit the college to meet those objectives. Once

this population of students has been selected it will be necessary for Tusculum to identify the needs of these potential students and then develop a curriculum to match their particular needs.

This study attempts to determine how Tusculum can attract more students from the southern Appalachian region in general and the Greeneville area in particular. To accomplish this it is necessary to analyze three specific groups: (1) the Tusculum College community, (2) the local high school community and (3) the local Greeneville community. The author uses the ethnographic method to assess the degree of congruency that exists between the three communities. This method, which utilizes both qualitative and quantitative techniques, allows one to understand Tusculum's serious enrollment situation as well as the college's systemic relationship with the local community. It is this particular interrelationship that is tied so closely to Tusculum's future.

To ensure the greatest possible response, each participant was extended the promise of anonymity and the only names included in this report are those which have appeared in previously published articles. Altogether the author utilized a combination of data collection techniques which included participant observation, the investigation of historical documents and archival records, questionnaires and formal interviews. Even though the response rate was disappointing for the Tusculum College questionnaire (25%) and the Greeneville community questionnaire (26%), there was a much larger percentage of high school seniors (54%) who completed their questionnaires. Perhaps

the most important quality of the ethnographic method used in this study is that it prohibits the overreliance upon one particular technique (such as the questionnaire) by utilizing a variety of techniques.

The results of this study are significant for Tusculum College in a number of important ways. First, the results will allow Tusculum College to better understand its past and present enrollment trends. Second, this knowledge will permit the college to focus its admissions efforts upon students living in those areas which currently show the greatest amount of interest in Tusculum. Third, this study will allow Tusculum to identify the educational needs of local prospective students. Once these needs are identified the college can then suggest ways in which those needs can be met at Tusculum. In addition, this study will provide the college with a general profile of the local high school seniors, Tusculum students and Greeneville community. From these profiles the college can adjust its programs and curriculum to match the desires of its prospective students. Furthermore, this study will permit Tusculum to have a better understanding of its image within the local community.

In conclusion the problems faced by Tusculum College are by no means uncommon. Many small colleges and some not-so-small colleges are experiencing decreases in student enrollment. Some institutions will immediately take steps to identify the reasons for this decline and then adjust their programs accordingly. Other institutions will continue along their current paths and fail to recognize the reasons

for their declining enrollments. For these institutions the future is not bright. In an already highly competitive field, it will become even more difficult for a college to enroll large numbers of prospective students. Demographic changes, a fluctuating economy, reductions in financial aid, educational consumerism and trends toward a more vocational-technical education are just a few reasons why a college must continuously evaluate its enrollment trends, recruitment strategies and school image. The ethnographic method used in this study of Tusculum College provides one with a practical approach to understanding these and other problems shared by colleges in any community.

CHAPTER II

LITERATURE REVIEW

In response to the demand for a more "pragmatic" education many colleges have altered their curriculums and admissions policies to meet the changing needs of today's educational market (Carpenter 1979:13). This change has resulted in a dramatic rise in the number of students enrolling in publicly supported universities and community colleges. Researchers agree that a combination of factors other than an institution's curriculum can influence a student's decision to attend a particular college. Some argue that high school guidance counselors are extremely effective in influencing a student to attend a particular college (Bentley and Salters 1967:178-183). But other studies suggest that counselors are of limited assistance to students in college choice (Kerr 1962; Roemmich and Schmidt 1962). William Ihlanfeldt (1979:3) states that "regrettably some colleges view the high school guidance counselor as a referral agent." He adds that this image has created "an extensive dependency upon third parties" and as a result many colleges focus their marketing energies upon the counselor rather than the student (Ihlanfeldt 1979:3). "It is impractical to expect any third party to formulate an image of 2,600 different colleges" (Ihlanfeldt 1979:3). Therefore a "more successful long-range strategy is one which eliminates third party dependencies and places the institution in direct contact with the potential market" (Ihlanfeldt 1979:3). In addition to counselors,

other factors which are thought to influence the college choice of high school seniors include such items as institutional prestige, parental influence, practicality, intellectual emphasis, advice of others and social atmosphere (Holland 1958; Kerr 1962; Richards and Holland 1965).

At this point, it is difficult to determine which of these factors create the greatest amount of influence upon the general widespread high school population. Although researchers (e.g., Binning 1971) believe local markets manifest distinct educational needs, many colleges have failed to identify those needs. Therefore, colleges cannot "find students in large enough quantities to supply the school, they cannot properly communicate with those who wish to go to the school, and they cannot perform an adequate educational service because they do not know what their students want or need" (Binning 1971:180). Fortunately, some colleges are now attempting to identify the educational needs of their own selected student markets. To identify these needs, colleges are relying heavily upon a business-like marketing strategy (Barton 1979:12). William Ihlanfeldt (1979:3) suggests that the concept of marketing in higher education is composed of three components: (1) research, (2) strategy, and (3) communications. According to Ihlanfeldt market research provides information on "why people and potential candidates like (or dislike) a particular institution" (1979:3). Furthermore, he adds this information may be quantified according to "location, ability, race, socioeconomic background, and so on" (1979:3). After the initial market research has

been completed, it is the responsibility of the institution to develop a specific strategy to meet the needs of a particular group and then communicate to that group "what the institution has to offer" (Ihlanfeldt 1979:3).

Arthur Knaus, who is the Director of Public Relations at Hartwick College, adds that in order for a college "to have a successful marketing oriented structure, each college must have a planned 'position' in the market" (1979:11). Knaus claims that a college must:

1. Identify its current strengths and become known for them.
2. Determine those academic programs of emerging importance to consumers and build them.
3. Recognize that academic programs are, in effect, marketable products (which) must continuously be improved, altered or even dropped according to the trends in the market place (1979:11).

He suggests that if a college is interested in meeting these objectives, then the college should establish a separate marketing group which would be responsible for coordinating marketing programs, providing market research data for the institution, selling the college to prospective students and establishing sound fiscal management (Knaus 1979:11).

Many institutions which are interested in analyzing their positions within a market have depended heavily upon one data collection technique—the questionnaire. Cletis Pride, Assistant Secretary for the National Geographic Society, suggests that colleges may utilize a mail survey to identify the needs of a particular market (1979:32). At Hofstra University, Walter K. Lindenmann

(1979:34) administered a questionnaire survey to entering freshmen and transfer students to identify which recruitment technique had the greatest influence upon their decision to attend Hofstra. In addition to using a questionnaire, Lindenmann suggests that researchers conduct "personal, open-ended interviews" to obtain "candid" and "unsolicited" responses (1979:35).

The quantitative-questionnaire approach is useful for quickly generating statistical information related to a particular problem or need. Also, this approach is useful in certain applied research projects which investigate problems associated with inner city programs, health care systems, schools or various economic development programs when the "data are needed right away—within a few days or weeks" (Pelto and Pelto 1979:xi). However, some researchers "balk at the idea of quick and dirty research" and instead tend to encourage the use of both quantitative and qualitative approaches (Pelto and Pelto 1979:xi).

By using this combination of approaches the researcher obtains a "judicious mixing" of statistical data and descriptive information (Pelto and Pelto 1979:ix). The qualitative data (which is obtained through participant observation, interviews, life histories, and historical research) provide the researcher "with insights and clues necessary for developing" more specialized research tools like the questionnaire (Pelto and Pelto 1979:69). By using quantifiable techniques, the investigator is able to verify and replicate data collected through observation and interviews. In short, the

ethnographic method (which utilizes both the quantitative and qualitative approaches) provides one with a comprehensive means to evaluate the educational needs of any particular group or community.

The educational needs of one specific group—Appalachian Americans—have been a concern of many people for years. Initial efforts to formally educate the Appalachian resident were made by northern missionaries who established private settlement schools for the children of early settlers (Drake 1978:3). The first major mission effort into southern Appalachia began in 1850 and by 1920, 17 different religious denominations supported mountain mission schools in Kentucky, North Carolina, Alabama, Georgia and Tennessee (Drake 1978:3). Today, few regions within the United States have more private colleges than Appalachia (Grant and Eiden 1981:115-117). Yet only 10% of the adult residents of Appalachia have completed four or more years of college (Appalachian Regional Commission 1981:28).

One should note that even though the study of educational systems has intensified in recent years, few studies have attempted to evaluate the educational systems of Appalachia or the educational needs of its residents. King (1967) and Singleton (1968) were two of the first researchers to examine how an individual school functions in a larger cultural system. James Branscome (1970) and Anthony Cavender (1981) are two researchers who have more recently examined the relationship between education and the cultural systems of Appalachia. Branscome (1970:5-8) notes that the drop-out rate for Appalachian youth is much higher than the national average. He

suggests that this "may be a residuum of disenchantment, frustrated and alienated young adults who have found too little value in their schools" (1970:5). Branscome adds that institutions of higher education in Appalachia have actually done a disservice to the rural community by not promoting regional consciousness (Branscome 1970: 5-8). Cavender (1981:iv) relies heavily upon observational data to point out that the Appalachian educational system "often exacerbates the problem of premature school withdrawal among its students." He adds that the "informal social organization of the school and the caste-like social structure of its surrounding communities" result in a congruent relationship which reinforces the tendencies toward school withdrawal (1981:iii).

Educational congruency occurs when an educational system functions in harmony with the values and beliefs of the greater community in which it resides. In many "traditional societies, the educational process reflects, and is in harmony with, the values, practices, and human groupings in other parts of the society" (Kimball 1974:8). This relationship exemplifies the idea of congruency. But among many western and even non-western cultures, educational congruency may not always exist. For example, the introduction of alien, western educational practices to non-western peoples has been perpetuated throughout modern times by the British, French, Dutch, United States and other governments (Kimball 1974:8). Also, the movement of northern mission schools into the Appalachian region further illustrates how the personal values and ideas of an

outside culture are sometimes thrust upon an often unwilling and unaccepting subculture. If a college or an institution seeks to serve the people of Appalachia or any other community, it must attempt to reach cultural congruency and offer services of the greatest demand to local residents. However, if differences in values, beliefs and behavior do appear to exist between an institution and the community and if those differences are significant, then the possibility for "cultural incongruency" becomes much greater.

In conclusion, the literature suggests that several important trends are occurring within the field of higher education. First, the uncertainty faced by many private liberal arts colleges is directly related to a particular institution's curriculum, admissions policy and overall educational goals. Decreases in student enrollments have caused many institutions to re-evaluate their admissions policies and to refocus their recruitment energy upon realistic prospects. This requires an institution to make a sincere attempt to understand the needs of its potential students and then channel the educational resources of the college toward those students. To accomplish this, some institutions are utilizing a marketing approach which relies heavily upon quantifiable research techniques. Second, the educational goals, needs and philosophies of a college and local community residents must be similar if both groups hope to maintain a mutually beneficial and congruent relationship. Otherwise a state of cultural and educational incongruency may result if the values and beliefs of one group are forced upon another group. Third, it is

obvious that some regions within the United States are having more success in meeting the educational needs of their residents than are other regions. The Appalachian region is one region where educational attainment and achievement continue to lag behind the national average, even though efforts to formally educate its residents began before 1800.

CHAPTER III

BACKGROUND

Tusculum College is a small liberal arts college located in Upper East Tennessee, five miles east of the city of Greeneville in Greene County. Greeneville is positioned midway between the urban population centers of Knoxville and the "Tri-Cities" (Bristol, Johnson City and Kingsport). Most of Greene County is situated within the Great Valley of the Appalachians and has a topography ranging from gently rolling hills to steep ridges and narrow valleys (Tennessee State Planning Office 1978:5). The remaining areas of Greene County lie within the rugged mountain region of the Appalachian Uplands. The average elevation reaches 1,400 feet above sea level, although 5,000 foot mountain peaks lie nearby in the Great Smokey Mountains.

Today, the city of Greeneville serves as the county seat of Greene County. This county has a total area of 613 square miles. In 1980, Greeneville had a population of 14,097 and a projected 1990 population of 25,258 (U.S. Census 1982:3; Tennessee State Planning Commission 1970:37). In 1980 Greene County had 54,422 residents and projections suggest that by 1990, the county will grow to a population of 68,700 (U.S. Census 1982:3; Tennessee State Planning Commission 1970:38). More importantly, it is felt that by 1990, the school age population in Greene County will increase by at least 63% (Tennessee State Planning Commission 1970:36-38). Agriculture, manufacturing,

retail and wholesale trade form the county's economic base (Tennessee State Planning Commission 1978:23). Although significant economic progress has been achieved, the residents of Greene County continue to be ranked far below the state and national income levels. In 1970, 70% of the families residing in this area had incomes below \$8,000 (Tennessee State Planning Commission 1978:23). Together, these trends present a definite challenge for the educational planners of Tusculum College.

The college, which presently has a small enrollment of 308 students, has had a long and colorful history. Founded in 1794 by the Presbyterian USA Church, Tusculum College was established to provide quality education for the children of the early Appalachian pioneers of east Tennessee. In its initial years the school was supported by a group of Trustees which included such notable individuals as Archibald Roan, John Rhea, John Sevier, and later, former United States President Andrew Johnson. "This was an exceptionally strong board of Trustees" and some proclaim that "no group of greater ability has ever managed an institution of the like in the State of Tennessee" (Doughty 1975:154).

Prior to the 1900s, "education in the remote and rural areas of the South was scandalous" (Drake 1978:2). There was very little public support for education and high adult illiteracy rates were the direct result (Drake 1978:2). However, this condition was not to go unnoticed by the "self-conscious" public located in the North (Drake 1978:2). Appeals for "Christian education" for the "mountaineer" were

heard by Protestant congregations in New England, and as early as 1760, mission schools were established in Carolina by Charles Woodman, Francis Asbury and Moses Waddell (Drake 1978:2). In 1780, "Dr. Samuel Doak, a graduate of Princeton, established a school known as Martin Academy" in the area of Greene County, Tennessee (Doughty 1975:154). It was Dr. Doak and fellow Princeton graduate Hezekiah Balch who worked to establish Greeneville College in 1794. Greeneville College eventually merged with Tusculum College in 1868, and it is from Greeneville College that Tusculum assumes its extended heritage.

The founding of Greeneville College marked the initial emergence of the mission school effort in Tennessee. By 1850, a more extensive saturation of the Appalachian area by mission educators occurred (Drake 1978:3). The early attempts to establish missions were begun in east Tennessee and Kentucky by "benevolent, anti-slavery men who sought allies in their crusade against slavery" (Drake 1978:3). After the Civil War, a more concentrated effort was made to establish mission schools; and by 1920, over 200 schools were supported by 17 different denominations including such groups as the American Missionary Association, Northern and Southern Baptists, Northern and Southern Methodists, Episcopalians, Seventh Day Adventist, and five different Presbyterian bodies (Drake 1978:3,5). Henry Shapiro (1978:54-55) adds that the Presbyterian USA organization established 33 schools by 1895, and today, Tusculum College is recognized as the oldest Presbyterian USA college in America.

Through the years, Tusculum College has maintained ties to its historic past and continues to offer a curriculum founded in the

tradition of a liberal arts education. Since its establishment, the school has maintained a close relationship with the Presbyterian USA church, and it has also made numerous attempts to raise funds throughout the national presbytery. These attempts have been especially intense in the New England states and Philadelphia, both of which have been strong centers of Presbyterianism (Doughty 1975:155-156). It was through these initial efforts to secure funds that in 1887, the college received a substantial contribution from Cyrus McCormick, inventor of the reaper (Ragan 1945:85). By 1902, the total financial contributions of the McCormick family had reached \$45,000, and even today, Tusculum continues to benefit from the McCormick estate (Ragan 1945:90).

During its early years of operation, Tusculum's student body consisted mainly of individuals from "Greene or nearby counties in Tennessee but there were a few (students) from North Carolina, Virginia, Alabama, and even from Arkansas" (Ragan 1945:49). Prior to the Civil War, the maximum enrollment at any one time was 76 students (Ragan 1945:54). After the Civil War, the college was reopened and efforts were made to repair the damage that had been sustained during the war (Ragan 1945:58-59). As expected, Tusculum experienced a fluctuating enrollment through 1890. Despite McCormick's contributions, "Tusculum had little or no endowment" and a committee was appointed to investigate ways in which the school could improve its financial security (Ragan 1945:84-85). By 1926, "the burden of securing funds became greater," and "the competition from nearby schools for students

became keener" (Ragan 1945:139). Because of this, efforts were made to secure students from further distances so that by 1930, there was an increasing number of students attending Tusculum from the eastern states of New York and New Jersey (Ragan 1945:139-140). The enrollment increased dramatically in 1936 and totaled 270 students, "38 of whom were from New Jersey, 34 from New York and 17 from Pennsylvania" (Ragan 1945:140). Still, at that time, over one-half of the student body was from east Tennessee. But within three years (1936-1939), over 42% of Tusculum's student body was composed of students from the eastern states of New Jersey, New York and Pennsylvania (see Table 1).

By 1954, the enrollment had only reached 303 students. This number represented a slight increase in enrollment with a continued influx of students from New Jersey, New York and Pennsylvania. However, five years later (1959), Tusculum's enrollment had increased by 28% to 395 students. Each year from 1960 to 1964, a steady increase in student enrollment occurred, and by 1964, Tusculum College had a full-time/part-time enrollment of 574. In 10 years (1954-1964), the school had seen a 47% growth in enrollment and by this time the majority of students who enrolled at the college were from the North.

The early 1960s represented a time of extreme optimism and hope for many private institutions of higher education, including Tusculum College. With the increase in revenues produced by an ever growing student population came the demands for more housing and better classroom facilities. To meet these demands, Tusculum College constructed two additional residence halls, a student union building, a fine arts building and a human resource classroom building.

TABLE 1

DISTRIBUTION OF EASTERN STUDENTS* ENROLLED
AT TUSCULUM COLLEGE FROM 1932-1941**

Year	New Jersey		New York		Pennsyl- vania		Total Number of Eastern Students (N)	% of Total Enroll- ment (%)
	(N)	(%)	(N)	(%)	(N)	(%)	(N)	(%)
1932	22	(8%)	16	(6%)	10	(4%)	48	(18%)
1933	30	(12%)	16	(7%)	10	(4%)	56	(23%)
1934	29	(11%)	21	(8%)	12	(5%)	62	(24%)
1935	30	(12%)	30	(12%)	14	(5%)	74	(29%)
1936	38	(14%)	34	(13%)	17	(6%)	89	(33%)
1937	47	(17%)	52	(19%)	17	(6%)	116	(42%)
1938	57	(20%)	49	(17%)	17	(6%)	123	(42%)
1939	70	(21%)	50	(15%)	21	(6%)	141	(42%)
1940	75	(22%)	65	(19%)	19	(5%)	159	(46%)
1941	67	(21%)	70	(22%)	14	(4%)	151	(47%)

*Ragan defines Eastern students as those students coming from New Jersey, New York and Pennsylvania.

**Source: Ragan 1941:217,220.

The large population of northern students had a great impact on the rural, southern Appalachian community of Greeneville. This growth in enrollment not only meant an increase in revenues realized by the school, but it also increased the conflicts that so typically occur when two different subcultures meet. In this particular case, the North joined the South.

At the same time that Tusculum College was growing at an unprecedented rate, its relationship with the surrounding community was deteriorating to an all time low. One local resident remarked that "only spoiled unbehaved and frustrated kids from New Jersey attended Tusculum College." He added that "these students would come down here and take their frustrations out on the local environment." Several incidents occurred which are indicative of this ever growing cultural conflict between the college and the community.

On April 24, 1965, for example, the Knoxville Journal reported that shortly after 9 p.m. on April 22, "a group of nearly 200 male students . . . started out on a party raid but ended up on a rampage, throwing bottles, breaking windows, shooting firecrackers and using vulgar language in an effort to get what they called 'freedom.'" Dr. Raymond C. Rankin, the president of the college at that time, stated that trouble was "instigated by members of a secret campus party who called themselves Rebels United for Freedom" (Knoxville Journal, April 24, 1965). The "riot" was an effort by students to

call attention to the fact that the school had been placed on academic probation by the Southern Association of Colleges and Schools (Knoxville Journal, April 24, 1965). "The association said, among other things, that Tusculum had not developed its faculty sufficiently to keep pace with the growth of the student body" (Knoxville Journal, April 24, 1965). According to Bob Bishop, a junior from Trenton, New Jersey, students were "on the march for better education, better teachers, more facilities and better educational equipment" (Knoxville Journal, April 24, 1965).

A second incident which received considerable publicity was an event known as the "Post Office Riot" of January 5, 1968. The Greeneville Sun (January 6, 1968) reported that one local man was hospitalized and four other local men were arrested after provoking a disturbance at the Tusculum College Campus. The injured man, identified as Charles W. Stills, Jr., of Kelley's Gap, was slashed with a knife and required a transfusion of six pints of blood (Greeneville Sun, January 6, 1968). The initial conflict occurred at a local drive-in hamburger stand and resumed near a phone booth at the college post office (Greeneville Sun, January 6, 1968).

On September 27, 1968, Beth Quarm, a Tusculum student, wrote an editorial in the school's newspaper which addressed the separation between the college and the community (Pioneer, September 27, 1968). In her article, she stated that "the relationship between Tusculum and Greeneville is of utmost importance alone" (Pioneer, September 27, 1968). She added that "save for a few incidents involving the Greeneville Police Department, the breach between Tusculum and

Greeneville has been gradually widening since the first Tusculum student from New Jersey set foot in Tennessee" (Pioneer, September 27, 1968). Miss Quarm concluded that she felt the major problem was that northern students had difficulty adjusting to the east Tennessee way of life (Pioneer, September 27, 1968).

It was not only students who experienced difficulty adjusting, but others as well. In October, 1968, a high ranking member of the college's administration suddenly resigned after three years of service. His resignation was hastened by his alleged romantic involvement with a student. However, it was reported the resignation was due to "personal and family reasons" (Pioneer, November 8, 1968). This action spurred much criticism from the local community in general and one individual in particular. Reverend Alexander Gillander, a former faculty member at Tusculum and a minister at a nearby church openly criticized this high ranking administrator in a sermon to his congregation. In his sermon, Reverend Gillander stated:

. . . He brought in teachers of the "new morality," one of whom expressed the idea that "the pill" had radically changed old standards. A sex symposium called morality "a device of the older generation to keep youngsters from having fun. . . ."

But the evil teachings contained seeds for (his) own destruction. His new morality wrecked his home. How many lives of students were damaged I do not know, for rumors of pregnant girls in the student body were beyond my checking . . . (Pioneer, November 8, 1968).

It must be pointed out that several years earlier, Reverend Gillander was released from the Tusculum College faculty by this former "high ranking administrator." Although Gillander's statements may have been partially true, they were nevertheless the statements of a man who was

bitter about losing his job, and who also was speaking in support of the former school administration led by Dr. Raymond C. Rankin.

By 1969, discontent toward Tusculum College had grown even more among local residents. That year the principal at Greeneville High School was quoted as saying, "we would hate to have Tusculum College dissolved so don't further antagonize the townspeople by selling your May concert tickets at Greeneville High School" (Pioneer, March 28, 1969). (The statement was made in reference to an annual music event held at the college.) He added that "the relations between Tusculum and the town are at a low ebb and this concert might further sever our relations" (Pioneer, March 28, 1969).

Perhaps one of the most sincere attempts to improve the relationship between the college and the community occurred in the spring of 1969. A theatrical production involving Tusculum College faculty, students, and members of the Greeneville community was instrumental in helping both students and local citizens realize that peaceful relations between the two groups could exist. In an editorial taken from the school's newspaper, one reads:

Slowly but surely, the people of Greeneville have come to discover that Tusculum students do not all run around, can of beer in their hands, barefooted. And believe it or not, Tusculum College students, Greeneville people are not all "hick farmers."

This could be a beginning of something the College has been striving for for a long time. Peaceful relations between the College and the town. It has taken 175 years to come to pass, but finally there is something tangible for both sides of the fence to work from (Pioneer, May 23, 1969).

Apparently some students, at least, were attempting to bring the community and college together in a harmonic relationship.

From 1965 to 1970, the college experienced an oscillating enrollment. Between 1965 and 1969 enrollment fluctuated around 500, but in 1970 Tusculum reached its highest enrollment with 677 students. It is interesting to note that of the 677 students present during the fall semester, 337 were from New Jersey, 51 from New York, 39 from Pennsylvania, 20 from Delaware and 16 from Maryland. This represented 67% of the total student population. In contrast, only 153 or 22% of the students that semester were from Tennessee. During this period, when troubles between the college and community continued, the enrollment increased but the proportion of east Tennessee students declined further than ever before.

Turbulence continued on the Tusculum College campus through the 1970s. On Thursday, December 11, 1969, 300 students occupied the lobby and hallways of McCormick Hall, the college's administration building. The students were protesting: (1) the college President's failure to discuss campus problems; (2) his failure to recognize the Student Government Association as the sole representative of the student body; (3) the present state of campus problems; and (4) the failure of the school to accept an open dorm policy (Pioneer, December 17, 1974). The students remained in the building overnight and left only to eat and shower (Pioneer, December 17, 1974). On Saturday, December 13, an agreement was reached between students and the administration and the building was evacuated. Two months later, on April 8, 1970, another student demonstration was held, this time to protest the war policies of Richard M. Nixon.

Troubles and bad publicity continued to plague Tusculum College. When asked what were the "low points" of his career at Tusculum, Dr. Thomas G. Voss, President of Tusculum College from 1972 to 1978, offered several examples. He responded,

There were some peculiar and arduous episodes such as preparing a curriculum in August 1970 for use in September 1970; the need to cleanse the college of hard drug problems in 1972; the intense hostility that the beer permit litigation caused in early 1973, with bomb threats and hostile late night phone calls; the extreme campus speakers and my personnel decisions (Pioneer, February 2, 1978).

Of these "low points" the beer permit litigation stands out because it was intensively opposed by the local community. During 1973, the college planned to open a campus "Rathskeller" where beer could be sold to Tusculum students. But in order to serve beer, a legal permit was required. According to Dr. Voss, the Rathskeller was a logical and practical idea since "most (of the Tusculum students) now frequent local establishments which serve beer and since most students are from geographic areas in which it is customary to have beer as a regular beverage . . ." (Greeneville Sun, February 10, 1973). Dr. Voss added that he felt "the school was recognizing the (Tusculum) student body's legitimate desire for a social club which more approximates their own local environment" (Greeneville Sun, February 10, 1973).

The permit to serve beer at the college Rathskeller was eventually issued, but only after considerable protest from the Greeneville community. One local resident, Mrs. W. R. Hubbs, argued that (with the presence of the campus Rathskeller) many of the Tusculum students "will return home alcoholic derelicts, a damnation to themselves and their fellow men" (Pioneer, February 19, 1973).

She went further by saying, "There has already been trouble at Tusculum but you haven't seen anything yet. Wait until you get a crowd of them all beered up. They will tear the place down" (Pioneer, February 19, 1973). Others who opposed the establishment of a campus Rathskeller included a local magistrate, the town mayor, and numerous churches (Greeneville Sun, February 10, 1973).

In short, the years between the early 1960s and the late 1970s were somewhat disruptive to both the college and the local community. However, the growth in student enrollment did have a major educational, cultural and economic impact upon Greeneville. Regardless of those past events which have reflected negatively on Tusculum College, the institution has contributed to the betterment of the Greeneville community in a number of important ways. Tusculum College has made a major contribution toward the education of the local community. Over 25% of the local dentists, 30% of the local physicians, and 33% of the local teachers are alumni of Tusculum College (Greeneville Sun, December 8, 1975). The college contributes to the cultural life of the community by hosting local speakers, choral groups, and dramatic productions. Perhaps more important is that Tusculum College contributes to the economic well being of Greeneville. In 1975, the college paid over \$1 million in wages and benefits, purchased over \$.5 million worth of goods and services, and attracted visitors to the city who spent over \$25,000 (Greeneville Sun, December 8, 1975). Tusculum's current President estimates that today Tusculum College contributes over \$3 million per year to the local community through wages, benefits, goods and services purchased and visitors. It was

also due to the persistent urging of a former Tusculum College professor that a major appliance manufacturer decided to relocate in Greeneville rather than a town in North Carolina (Greeneville Sun, December 8, 1975).

Tusculum's future contributions to the Greeneville community are now in jeopardy because of an unexpected drop in student enrollment in recent years (see Figure 1). The full-time/part-time total enrollment in the Fall of 1980 was only 369 students. Of this number, 41 were from New Jersey, 9 from New York, 3 from Pennsylvania, and 7 from Maryland. In contrast, the total number of students from Tennessee climbed to 190 or slightly over 50% of the total student body. The full-time/part-time total enrollment in the Fall of 1981 fell to 308 with only 158 Tennessee students enrolled in the college. Although this figure for total students represents the lowest enrollment of Tusculum College since 1954 (303 students), it marks the highest proportion of Tennessee students enrolled at the college since the 1930s.

The steady decrease in the northern student enrollment seems to indicate that Tusculum can no longer rely on this particular population segment to supply the majority of its revenue and economic resources. Instead, the enrollment trends indicate that local and nearby students from east Tennessee are consistently, yet not overwhelmingly, turning to Tusculum to fulfill their educational needs. If Tusculum hopes to offset the steady decline in its student population it must refocus its recruitment attention on those persons whom the college was

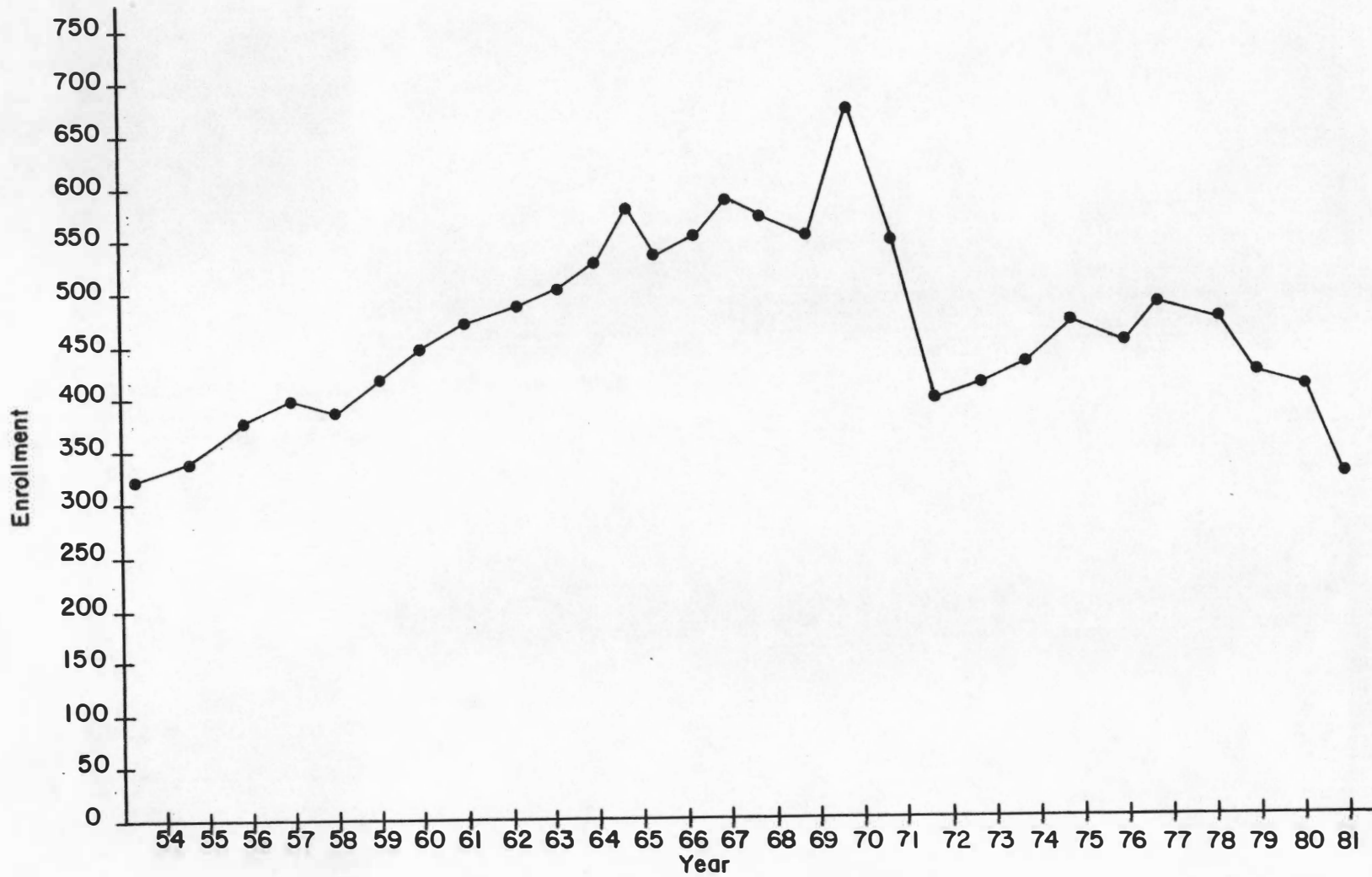


Figure 1. Fall enrollment trends at Tusculum College (1954-1981).

originally established to serve. It must identify the educational needs of these people and adjust its curriculum, be it ever so slightly, to better accommodate this particular market. In short, Tusculum must re-establish itself in the Appalachian community by restoring some sense of educational and cultural congruency within the very community in which it resides.

CHAPTER IV

STATEMENT OF PROBLEM

Since 1970, the number of students enrolled at Tusculum College has dropped from 677 (1970) to 308 (1981). Over a period of 10 years, the college has seen an enrollment decline of 55%. Coupled with this problem is that the traditional northern student market, which Tusculum has depended upon since 1930, has fallen drastically. No longer is Tusculum College a southern institution with a majority of northern students. In contrast, the proportion of east Tennessee students enrolled at Tusculum College is greater than at any other time. Furthermore, with projected increases in the local population and current increases in manufacturing and trade, the southern Appalachian region appears to be an excellent area from which the college could draw an even greater number of students.

If Tusculum hopes to increase the enrollment of these particular students, the college must turn to the rural residents of Greeneville for support. Tusculum must re-evaluate and perhaps revise its curriculum as well as the way in which the college is currently perceived within the local community. One notes that during the late 1960s and early 1970s when Tusculum had its largest northern student enrollments, it also had its greatest amount of conflict with the Greeneville community. The school gained a local reputation as a "yankee" institution where students from the North came just to party and have fun. Although the school maintained a steady proportion of

local east Tennessee students, those local students were unable to offset the ill feelings which developed between many Greeneville residents and the Tusculum student body.

The ethnographic method used in this study provides a unique approach to examine how well Tusculum College is prepared to meet or not meet the educational needs of the Greeneville community. By utilizing a combination of research techniques, the ethnographic method allows one to examine the distinct set of values, beliefs, and behaviors of both the Tusculum College and Greeneville community systems. The more similar those values, beliefs and behaviors are to one another, the greater the "congruency" that exists between the two systems. However, if differences between the two systems do appear to exist, and if those differences are significant, then the possibility for "cultural incongruency" becomes much greater. If an institution seeks to serve the community in which it resides, then it must attempt to reach cultural congruency and offer services of the greatest demand to the local residents. Tusculum College must establish a culturally congruent relationship between itself and the greater Greeneville, east Tennessee community. An anthropological investigation that focuses on this unique issue may shed substantial light on the enrollment difficulties experienced by Tusculum College and other institutions alike.

In short, the purpose of this study is to determine how Tusculum can attract a larger number of students from the southern Appalachian area. To accomplish this it will be necessary to identify ways the

college can better meet the educational needs of the local resident. To determine Tusculum's potential for meeting these needs it will be necessary to: (1) establish an accurate profile of Tusculum's students, local high school students and Greeneville community residents; (2) identify factors which affect the college selection of these students; and (3) determine how the college is perceived by these students and the local community. The data from this investigation will help determine the degree of congruency that exists between the college and the community and assist the author in making recommendations on how greater congruency can be achieved.

CHAPTER V

DATA COLLECTION AND ANALYSIS

In this study, four basic data collection techniques were used. These techniques were: (1) participation observation; (2) the investigation of archival and historic records; (3) the use of questionnaires; and (4) formal interviews. The information generated from these techniques provided a basis from which to assess how the college is perceived by the entire community and how the college can enroll more local, east Tennessee students. The following section discusses each data collection technique and analysis procedure used in this research.

Participant Observation

The term "participant observation" applies to the process in which the individual researcher becomes totally immersed in the lives of the people under investigation. This is accomplished by residing in the research community and it allows one to "see elements of daily life repeated over and over again" (Pelto and Pelto 1979:68). But this form of field research requires more than simply being there and passively watching people (Pelto and Pelto 1979:68). "By structuring observations and systematically exploring relationships among different events—through interviewing, meticulous eyewitnessing, and perhaps administering 'tests'—participant observation can be converted to scientific use" (Pelto and Pelto 1979:69).

In the case of Tusculum College, observations were made as an active participant within the college's administrative structure,

specifically as the Assistant Director of Admissions. The author held this position from August 1981 to June 1982. The position provided open and free access to other administrators, faculty and students. Likewise, because of the nature of this position, it was possible to gain access to local high school administrators, guidance counselors and local high school students. Both formal and informal discussions with these individuals led to a more detailed understanding of the current status of Tusculum College within the various east Tennessee communities. Participant observation allowed the author to verify and expand on information received through other techniques such as archival/historical records, questionnaires and formal interviews. Also, participant observation was especially useful for identifying and selecting key informants who had a particular insight or expertise on the problems being examined.

Observational research occurred in three separate stages, together lasting from August 1981 through June 1982. Each stage of observation was specifically focused upon a particular population. The first stage of observation (August 1981) permitted the author to become acquainted with the Tusculum College administration and their policies while at the same time allowing additional research into historical accounts of the college. During the second stage of observation, the author contacted high school students throughout the east Tennessee area as well as the surrounding areas of southwest Virginia, western North Carolina and north Georgia. By consulting with these potential students, it was possible to better understand their perceptions of Tusculum College, their educational goals and

then determine how their educational goals could or could not be met at Tusculum. This stage of observation lasted from September 8, 1981, through May 7, 1982. During the third and final stage of observation (May 7, 1982-June 7, 1982) extensive contact was made with community residents, local business operators, Tusculum students and campus personnel. This stage of observation proved most helpful in verifying information obtained during the two previous observation stages.

Archival Records and Historical Documents

The second data collection technique used was the investigation of archival records and historical documents. This provided basic information on the historical development of the college, specifically pertaining to financial support, enrollment trends and overall community involvement. Fortunately, the college has a well-preserved and substantial collection of historic documents which are currently housed on campus in the Eden's collection of the Carnegie Library. Additionally, the enrollment data were obtained from official records maintained by the college's registrar and admissions office. Newspaper accounts, books, journals, yearbooks and other sources were investigated to provide further insight. Archival and historical records were analyzed so as to better understand: (1) the initial goals of the college; (2) the demographic composition of the Tusculum student body in its early years as well as in more recent years; and (3) the community response to a variety of problems that have

surfaced through the years at Tusculum (e.g., student protest, drug raids, legal action brought against the town by the college, etc.).

Questionnaires

Questionnaires represent the third data collection technique used in the study of Tusculum College. Even though certain limitations are associated with the use of questionnaires (e.g., closed responses, possible biased and unclear questions, unevenness of returns), it was felt that this technique could serve as an important tool for: (1) establishing a general profile of the sample populations; (2) measuring their perceptions of the college's programs; and (3) determining which factors have the greatest influence upon local high school seniors in their college selection process. Questionnaires also serve to verify information collected through observation.

Questionnaires were administered to three distinct populations: (1) Greeneville High School seniors and Chucky Doak High School seniors (from rural Greene County); (2) Tusculum College students; and (3) Greeneville community residents. Separate questionnaires were constructed for each specific population and patterned after an instrument developed by Mountain Empire Community College of Virginia (Kocher and Carroll 1980). Furthermore, each questionnaire was developed only after extensive observational and historical/archival research had been completed. The three sets of questionnaires were useful in verifying the various data collected by the other techniques.

The first questionnaire was administered (in called school assemblies) to the high school seniors at Greeneville High School and Chucky Doak High School. Of the 200 Greeneville High School seniors receiving questionnaires, 120 returned them. Of the 108 seniors at Chucky Doak High School, 46 completed and returned their questionnaires. Altogether, 166 out of 308 local high school seniors (or 54%) participated in this particular study. The high school questionnaire was divided into four parts and consisted of both multiple choice and open ended responses (see Appendices A and B). Part I (items 1-10) contained questions which were used to establish a general profile of the local high school seniors. Part II (items 11-31) contained questions aimed at measuring how local students viewed (1) the quality of education available at Tusculum; (2) the contribution of Tusculum graduates to the community; (3) the quality of Tusculum's faculty; and (4) the type of social life available at Tusculum. Furthermore, this section attempted to determine how well Tusculum was communicating to potential students basic information about special programs such as financial aid and early admissions. Part III (items 32-45) required the respondent to rate the degree of importance of 14 factors which might influence college selection. Factors such as cost, faculty, variety of courses and preference of parent are just a few of the components that were examined in this section. Finally, Part IV of the questionnaire asked the student to suggest ways in which Tusculum College could better serve the students of the Greeneville area.

The second questionnaire was sent (postage return included) to all students who were enrolled at Tusculum College during the 1982 spring semester (see Appendix C). On June 10, 1982, 286 questionnaires were sent to those students with the request that the forms be returned within one month (i.e., by July 10). Also included was an introductory cover letter which explained the questionnaire and which promised anonymity to each participant (see Appendix D). Of the Tusculum students 78 responded, which represents 25% of the entire student body. The Tusculum student questionnaire was structured similar to the high school questionnaire but consisted of five parts. Part I (items 1-10) provided data useful in establishing a profile of the Tusculum respondents. Part II (items 11-27) measured the students' perceptions about the school and its mission. Part III (items 28-42) isolated the factors that were most important in the students' decision to attend Tusculum. Parts IV and V (items 43-46) addressed the issues of attrition and the school's commitment to the Greeneville community.

A third questionnaire (see Appendix E) was sent by mail on August 10, 1982 (postage return included) to a sample of 250 individuals randomly selected from the 1982 Greeneville-Mosheim section of the Five Rivers area phone directory. The Greeneville-Mosheim section contained fifty and one-half pages, each of which consisted of three 10-inch columns of 92 names or 276 names per page. Although this sample of 250 includes fewer than 2% of the entire Greeneville listing, it does allow one to gain a general understanding of the views local residents have toward Tusculum College. Also, it

should be noted that a 10% sample would have been prohibitively expensive. In order to obtain the desired sample of 250, two names were selected from columns I and III of each page, one name each from the three-inch and seven-inch mark. Only one name located at the five-inch mark was selected from the remaining column II. Of the 250 questionnaires sent, 65 local respondents responded. This represents a 26% return rate.

As with the previous questionnaires, the Greeneville community survey contained both multiple choice and open ended questions. In addition, the community questionnaire was accompanied by an introductory cover letter from the author which explained the nature of the investigation, promised anonymity to those who responded and encouraged participation before August 31, 1982 (see Appendix F).

The community questionnaire consisted of only three parts. Part I (items 1-6) sought to obtain general information on Tusculum's academic reputation within the community, and on participation of community members in the college's cultural, educational, and athletic programs. Part II (items 7-15) asked respondents to rate Tusculum's effectiveness in communicating information on its programs to local residents. Part III (items 16-17) contained open ended questions concerning how the college could better serve the Greeneville community.

After the completed questionnaires were received, the author coded the responses onto a standard NCS computer scan form for analysis. Both frequency counts and percentages were obtained for

each multiple choice response supplied by all three sample populations. In addition, a number of these multiple choice questions (from the high school and Tusculum student questionnaires) were cross-tabulated for further analysis. Using a SAS program, selected variables such as sex, letter grade average, religious affiliation and attitudes about Tusculum College were examined. No cross-tabulation of responses was obtained for the Greeneville community questionnaire. The process was felt to be unnecessary since the questionnaire was structured merely to establish a broad sense of community sentiment and not particularities.

Each response to the various open-ended questions was recorded and cross-indexed according to such topics as "lower the cost," "offer more courses," "provide more information," etc. After each response was indexed, a tabulation was taken to determine which "topic" was listed with the greatest frequency for each question.

Formal Interviews

The fourth data collection technique, formal interviews, allowed the author to ask the same questions to a selected group of people. In contrast to the questionnaire, formal interviews allowed the informant to verbalize his feelings without being confined by closed responses.

In all, seven Tusculum students and six Tusculum faculty/staff members were interviewed. In addition, two local high school guidance counselors, two high school administrators, and one local law enforcement officer were interviewed. These individuals were

selected according to their belonging to a desired category, i.e., student, teacher, counselor, local resident. Of the Tusculum students interviewed, five were local day students while two others were non-local, residential students. Altogether, 18 individuals were interviewed.

The interviews focused upon two major issues. First, each informant was asked, "How could Tusculum College attract more local students?" The second issue was, "How can Tusculum College better serve the community?" Of course, during each of the interviews, the author encouraged the informant to discuss any additional topics of concern, all of which were noted. After each interview, the data were analyzed by topic index codes. The information generated from each interview served to verify data gathered through the other data collection techniques.

CHAPTER VI

FINDINGS: THE TUSCULUM COLLEGE COMMUNITY

Profile

In 1981-82 Tusculum College enrolled 308 students (full-time and part-time) from 15 different states and five foreign countries. Seventy-five percent of Tusculum's students were from the southeastern states of Tennessee, North Carolina, Virginia, and Florida. Even more important was that 51% of all students enrolled at Tusculum were from the state of Tennessee. Other representative states with two or more students included Connecticut, Georgia, Illinois, Maryland, New Jersey, New York and Pennsylvania (see Table 2).

Currently, the college's curriculum is composed of five academic divisions which provide Tusculum students with a choice of 11 different majors. Altogether, there are 353 courses listed in the college catalog (1980-82). These courses are instructed by 30 different faculty members who "represent a diversity of backgrounds and skills well suited to Tusculum's personalized education" (Harris 1982:vii). These faculty members were trained at a variety of institutions which include such colleges and universities as Bucknell, Chicago, Columbia, Cornell, Michigan State, North Carolina, Northwestern, Purdue, Radcliffe, Vanderbilt, Wisconsin, and Yale (Harris 1982:vii). Slightly over 50% of Tusculum's faculty hold doctorate degrees.

The financial charges for the 1982-83 school year represent a noticeable increase over the charges for previous years. In 1980-81,

TABLE 2

DISTRIBUTION OF TUSCULUM STUDENTS BY STATES: FALL SEMESTER 1981-82

State	N	%
Alabama	1	(Less than 1%)
California	1	(Less than 1%)
Connecticut	3	(Less than 1%)
Florida	56	(18%)
Georgia	4	(1%)
Illinois	3	(Less than 1%)
Louisiana	1	(Less than 1%)
Maryland	4	(1%)
New Jersey	41	(13%)
New York	6	(2%)
North Carolina	10	(3%)
Ohio	1	(Less than 1%)
Pennsylvania	3	(Less than 1%)
Tennessee	158	(51%)
Virginia	11	(4%)
Central America	1	(Less than 1%)
China	1	(Less than 1%)
Indonesia	1	(Less than 1%)
Norway	1	(Less than 1%)
Japan	1	(Less than 1%)
Total	308	(100%)

the total tuition, room and board for a residential student was \$4,690. This figure does not include spending money, application fee, registration fee or any other miscellaneous charges. The 1980-81 charges for a commuting student totaled \$2,820. This amount included tuition and activities fee only. A full-time residential student (in 1981-82) paid \$5,130 in tuition, activity fee, room and board. That same year, the tuition and activity fee for a commuting student rose to \$3,100. The 1982-83 school year promises an even greater increase in student charges. The total projected cost for a residential student in 1982-83 totals \$5,700, while a commuting student will be expected to pay \$3,450 in tuition and fees. Over the past three school years, the students at Tusculum have experienced a 22% increase in educational expenses.

To offset this hardship, Tusculum College has created a wide variety of financial aid programs. The college offers financial assistance in five major areas: (1) grant programs, (2) loan programs, (3) student employment programs, (4) Tusculum College scholarships, and (5) tuition reductions. The first three programs are based upon the student's demonstrated financial need, thus requiring the student and his parents to complete a standard financial aid form. Tusculum College scholarships are awarded on the basis of high school achievement and standardized test scores. The tuition reductions are awarded to students who comply with special prerequisites such as the ministerial discount and the two-in-family discount. School administrators claim that during 1981-82 over 80% of Tusculum's students received some form of financial aid.

Students are admitted to Tusculum College on the basis of the following criteria: (1) a minimum score of 800 composite on the SAT test or 18 composite on the ACT test, (2) an academic ranking that places the student in the upper half of his/her graduating class, and (3) a cumulative high school grade point average of 2.0 on a 4.0 scale. A student must meet at least two of these criteria to be accepted on a regular basis. A "conditional acceptance" is offered to students failing to meet any two of these criteria. In 1981, the entering freshman class had an average ACT score of 17.02 and 825.88 on the SAT, and an average high school grade point average of 2.63. These figures are disappointing considering Tusculum's attempt to implement stricter admissions standards which were expected to produce "a rise in the academic aptitudes of entering students" (Harris 1982: ix).

Altogether, 78 Tusculum students participated in this study. This represents 25% of the entire Tusculum College student body. Of the 78 students participating, 29% were male and 70% were female; 62% of those who returned their questionnaires were residential students while only 35% were local commuter students. The male/female responses were somewhat disproportionate considering that Tusculum's Spring enrollment consisted of 55% female students and 45% male students. However, the distribution for residential/commuter students did accurately reflect the composition of 1981-82 Tusculum student body. There was an equal distribution of sophomores, juniors and seniors who participated in this study, with fewer freshmen offering their opinions on Tusculum.

During high school, 73.1% of the Tusculum students surveyed were enrolled in traditional academic coursework and 17.9% were enrolled in a combination of academic and vocational coursework. At Tusculum, 21.8% of those students who responded earned grade point averages above 3.50 while 41% said they earned between 2.75-3.49. In short, it seems that the students participating in this study were trained in the traditional academic areas while in high school and, academically-speaking, were above average.

With costs increasing, how do Tusculum students finance their educations? Most of the students responding to this question claimed that they depend heavily on federal aid or bank loans (42.3%). A much lower percentage depend upon their parents (21.8%) or academic/athletic scholarships (19.2%). Only 1.3% of the students questioned depend upon full-time or part-time employment for assistance.

The educational level of the parents of Tusculum students who were surveyed is surprisingly low; 26.9% reported fathers with less than a high school education. In comparison, only 15.4% of the students' mothers have less than a high school education. It is interesting to note that more of the surveyed students' mothers (29.5%) have completed college than their fathers (21.8%).

Finally, although Tusculum College is affiliated with the Presbyterian USA denomination, very few students who are associated with that denomination attend the college. Of those responding, only 14.1% were Presbyterian, while most belong to the Baptist denomination (34.6%). A high percentage (34.6%) of the students indicated they

were not affiliated with any particular denomination. An even greater number (88%) claimed that their religious affiliation had no affect upon their decision to attend the college.

Perceptions

Cost. Tusculum students feel cost is a major reason many students do not graduate from the college. When asked to suggest reasons why Tusculum students decide not to return to the college and instead transfer to some other institution, the overwhelming response was "cost." Other reasons commonly cited for student attrition included a lack of courses, administration/faculty problems, too small a student body and too much partying (see Table 3). A sizable majority of the students feel that cost is such an important issue that it prohibits more new students from enrolling in the college (see Table 4).

Students complained that Tusculum's tuition gets higher each year. A senior residential student claimed, "When I came as a freshman, it cost \$3,900; when I graduated this past May, it was \$5,000." A junior who was majoring in professional education added, "Most students come here for athletics and when they find out that it's not up to par, they leave for better places. They can't afford \$5,700 a year." A third student noted, "One can go to another college for a cheaper price and better living quarters, and (live) closer home." Another student suggested, "The financial burden is too great in relation to the quality of education received."

TABLE 3
 REASONS TUSCULUM STUDENTS DECIDE TO
 WITHDRAW FROM THE COLLEGE

Rank	Reason (Number)
1	Cost (37)
2	Lack of Courses (30)
3	Administration/Faculty Problems (16)
4	Too Small (14)
5	Too Much Partying (6)
6 (tie)	Too Far From Home (5)
6 (tie)	Not Enough Activities (5)
8	Conflicts Among Students (4)
9	Recruiter Misrepresentation (3)
10 (tie)	General Studies Requirement (2)
10 (tie)	Personal Problems (2)

TABLE 4
 TUSCULUM STUDENT RESPONSES TO THE STATEMENT, "MANY PROSPECTIVE
 STUDENTS SAY THEY WOULD LIKE TO ATTEND TUSCULUM COLLEGE
 BUT THE FINANCIAL BURDEN IS TOO GREAT"

Response	N	%
True	57	(73.1%)
False	5	(6.4%)
Don't Know	16	(20.5%)
Total	78	(100.0%)

As stated earlier, tuition costs seem to be a major contributor to student attrition at Tusculum. A social science major commented, "I definitely have considered leaving Tusculum College many times. I love the people so much, but trying to find the money for tuition is very difficult." But just as high tuition has contributed to the attrition of some students, Tusculum's financial aid program has assisted in the retention of many others.

Tusculum students are generally pleased with the financial aid they receive. A sophomore residential student stated that the financial aid program "has 'come through' in academics and athletics, and if it weren't for this, I couldn't afford Tusculum College and would look for a cheaper college. Financial aid is very important in my life as a student." Another student receiving financial aid said, "Without the help of workers in financial aid, I would not know how to take advantage of financial opportunities that are of use to me now."

Some students suggested that Tusculum's financial aid packages were distributed heavily among freshmen and first year transfer students, but were cut back when that student entered his second year. A third year commuter student explained:

The financial aid was very helpful my first year at Tusculum College but before my second year my financial aid was cut dramatically. I am sure some of the difference is due to federal cutbacks, but I feel that freshmen get top priorities when it comes to financial aid. As far as I know, I am only going to get \$700 this year. That won't go very far on \$3,200. There is no way I can continue my education at Tusculum unless I can round up some more money.

Likewise, a senior transfer student discussed his experience with Tusculum's financial aid program. He remarked, "As a transfer, I got a lot of aid my first year, but almost nothing my second and final year and no scholarship, despite a superior academic standing."

On the whole, Tusculum students are appreciative of the financial assistance they receive. As mentioned, most depend primarily upon federal aid and bank loans to finance their educations. This is encouraged by the college. Together with the federal aid, the college can provide more students moderate merit scholarships. The combination of these two distinct forms of aid creates the typical Tusculum "financial aid package." However, with proposed federal cutbacks in student assistance, the future for this type of support seems uncertain. Tusculum students may find increasing difficulty in obtaining enough financial aid to support their educational efforts.

Curriculum. Even though the Tusculum College catalog lists 353 different courses and 11 different majors in five divisions of study, 65% of Tusculum's students who were surveyed felt the college does not offer enough majors or an adequate variety of courses (Table 5). Many students responded to this issue in a variety of ways. "The courses are not of a wide variety at any chosen semester. There's not enough teachers," exclaimed a sophomore. "Not quite as diverse a curriculum as I would like, but adequate, almost," said a freshman mathematics student. Another mathematics student also expressed dissatisfaction with the school's curriculum. This student responded:

TABLE 5

TUSCULUM STUDENT RESPONSES TO THE STATEMENT, "TUSCULUM OFFERS STUDENTS AN ADEQUATE VARIETY OF COURSES"

Response	N	%
True	24	(30.8%)
False	51	(65.4%)
Don't Know	3	(3.8%)
Total	78	(100.0%)

I was a little disappointed in the variety of courses Tusculum College had to offer. I feel that there should be more computer classes offered and should be a better variety of math courses. There doesn't seem to be enough fun classes to take as electives.

Some students suggested the curriculum of Tusculum College does not provide its students with an adequate preparation for the professional job market. One student said, "I have considered leaving Tusculum College because a majority of the courses in my particular major are for the most part 'Mickey Mouse.'" Another student remarked, "I feel I might not be getting the proper amount of training and education needed to perform a good job after I graduate."

Even though some students are critical of Tusculum's ability to provide graduates with marketable skills, most feel the college is doing a "good" or "excellent" job in preparing its students (Table 6). In a separate study of Tusculum College alumni from the classes of 1977, 1978, 1979, and 1980, "75% felt that Tusculum had given them 'excellent' preparation for their current position" (Harris 1982:x).

TABLE 6

TUSCULUM STUDENT RESPONSES TO THE QUESTION, "HOW WOULD YOU RATE TUSCULUM'S EFFECTIVENESS IN PREPARING YOU TO COMPETE EFFECTIVELY IN THE PROFESSIONAL JOB MARKET?"

Rating	N	%
Excellent	19	(24.4%)
Good	35	(44.9%)
Fair	20	(25.6%)
Poor	2	(2.5%)
Extremely Poor	1	(1.3%)
Omit	1	(1.3%)
Total	78	(100.0%)

Administration/faculty. Slightly less than 50% of the students surveyed felt the college administration was not responsive to their needs and concerns. Several students suggested that the college administration and faculty were overworked, underpaid, and in some cases did not motivate their students. On the other hand, 41% of the students disagreed with this view and felt the college's administration was responsive to their needs (see Table 7).

TABLE 7

TUSCULUM STUDENT RESPONSES TO THE STATEMENT, "THE TUSCULUM ADMINISTRATION IS RESPONSIVE TO THE NEEDS AND CONCERNS OF THE STUDENT"

Rating	N	%
True	32	(41.0%)
False	36	(46.2%)
Don't Know	4	(5.1%)
Omit	6	(7.7%)
Total	78	(100.0%)

A freshman majoring in education said, "The faculty is adequate, but falls short in one major area and many classes pose no challenge to me; they become boring." Another education major claimed, "There are a lot of great faculty, but like everywhere, there are some that are no good. It seems that two or three of the best ones leave every year. That is not a large number but for Tusculum College it is." One senior pointed out, "The large turnover of the college faculty has resulted in much criticism." He added, "Within the last three years, there have been six different professors in the Business and Economics department." A female residential student at the college said, "One lousy professor at Tusculum can ruin a whole department. Some of the worst (teachers) are tenure teachers because they aren't worried about improving." A sophomore social science major discussed the effects of Tusculum's high faculty turnover:

The large turnover of teachers at this school causes the school to run around until the last minute to find a teacher. The results are some real losers. We have had teachers, since I've been here at the school, that dealt and sold drugs while they were teaching. The school has gotten some real losers in our school staffing, but who can blame the results, just look at what the teachers are getting paid. The teachers who have lasted at Tusculum College for more than five years either love teaching, followed the administrative niche of what they want in a teacher, or accept a low salary.

Social atmosphere. Most of the students who participated in this study (65%) felt Tusculum College had the reputation of a "party school" (see Table 8). This reputation existed among both residential and commuter students. Some students felt the quality of the student body had been damaged because of excessive "partying." A residential student who withdrew from the college because of the liberal social

TABLE 8

TUSCULUM STUDENT RESPONSES TO THE STATEMENT:
 "TUSCULUM COLLEGE IS KNOWN FOR ITS
 SOCIAL LIFE AND PARTYING"

Rating	N	%
True	51	(65.4%)
False	16	(20.5%)
Don't Know	10	(12.8%)
Omit	1	(1.3%)
Total	78	(100.0%)

atmosphere said, "The majority of students at Tusculum College drink much more than the average person, smoke pot, damage other people's property, skip classes quite a bit, etc. These are the kind of people I went to school with for two years. The main problem with this was nothing was done about it." Another student agreed that the school did little to control excessive drinking. He said:

I came to Tusculum for an education, not a party. The day students in general agree to my philosophy. The dorm situation is another philosophy. They will party until their liver's broke if you let them and I feel Tusculum College is allowing this to occur. This is unfortunate because a teacher's suggestions are far more important than the liquor store owner who suggests Jack Daniels. Which counselor really has it all together? A stronger degree of help should be put toward the educating effort by the administration (crack down) and you will also benefit with the Greeneville community at the same time.

A senior commuter student noted, "The dorms are terrible and there should be something done about the loose restrictions about beer and parties." Likewise, another commuter student claimed, "There are so many drunks and drug pushers up there (at Tusculum) that someone needs to take things in hand."

Several students suggested that the high rate of student attrition at Tusculum was related to the school's liberal social atmosphere. A senior natural science major said, "Most everybody parties a lot and if you're not into that, you won't like Tusculum College." A freshman residential student claimed, "There is nothing to do but get involved in sports or party." Another student added, "I have heard from some fellow classmates (that they left) because of the partying all hours of the night."

Factors Affecting College Selection

Tusculum students were asked to rate the degree of importance that 14 different factors played in their decisions to attend the college (Table 9). The three factors most frequently designated as important were: (1) size of the college, (2) financial aid, (3) college faculty. In contrast, the three least important factors were: (1) low cost, (2) can live at home, (3) preference of a parent or relative.

In short, it seems the small size of Tusculum is attractive to most students. One sophomore residential student claimed she wanted to attend a small college because of the "personal atmosphere." She added, "Tusculum College has this atmosphere, however, at times too much is known freely and little is kept secret. This is expected and accepted by the majority who go here." Another student said, "The size of the college was very important (to me). The size is very good for academics but too small for social life. Everyone knows everyone else's business. The student body should contain about 500

TABLE 9

SUMMARY OF FACTORS AFFECTING THE COLLEGE SELECTION
OF TUSCULUM COLLEGE STUDENTS

Rank	Factor	Important N	Not Important N
1	Size of college	66	12
2	Financial aid	58	20
3	College faculty	57	21
4	Reputation in field of study	54	23
5	Quality of student body	52	26
6	Social life	43	35
7	Chance to get away from home	42	36
8	Counselor/teacher suggestion	40	38
9	Wide variety of courses	39	35
10	Campus activities	37	40
11	Athletic program	30	41
12	Preference of parent/relative	26	50
13	Can live at home	25	51
14	Low cost	24	50

students instead of 300." "The size of the college is wonderful," said a freshman residential student majoring in natural science. This student added, "It's just the size I'm used to, maybe too small; another 200 (students) wouldn't hurt, but I wouldn't enjoy 30,000, which was the number I almost went to a school with." A commuter student responded, "I did not want to attend a large college where a student is a number with problems that weren't considered." Finally, one senior student remarked that she was misinformed about the size of the college:

When I was a senior in high school, I was told there were 500 students (at Tusculum). When I got here, there were only 400. I was not too upset. 400 isn't all that bad. 500 to 600 would be much better, though. This last year was a problem, only 300 to 350 students is too small.

Financial aid was the second most important factor that influenced the college selection of the Tusculum students surveyed. These students basically agreed that the financial aid had helped tremendously and had been received as promised. A day student wrote, "Financial aid was extremely important to me and of all the colleges I applied to (Carson-Newman, East Tennessee State University and Tusculum College) Tusculum offered me the most help." Another commuter student added, "If it weren't for financial aid, I couldn't afford Tusculum College and would look for a cheaper college." Some students, as mentioned earlier, were disappointed with the manner in which the financial aid is distributed between freshmen/non-freshmen and athletes/non-athletes.

The third most important factor, college faculty, received mixed reviews in the survey. The high turnover of faculty members also received much criticism. Furthermore, some students suggested that (as with all staffs) Tusculum has some teachers who reflect negatively upon the entire faculty.

CHAPTER VII

FINDINGS: THE HIGH SCHOOL COMMUNITY

Profile

In this particular study, the high school community consisted of senior students enrolled in Greeneville High School and Chucky Doak High School. These two populations were selected because of their close proximity to the Tusculum College community.

Greeneville High School is the only city-supported secondary school within Greene County. The school enrolls students entering grades nine through twelve and the 1982 senior class consisted of 200 students. Of these, 120 participated in this study. Of those participating, 45.8% were male, while 54.2% were female. At the time when the questionnaire was administered, 72.5% of the senior class planned to attend a college, university or technical school after graduation.

Chucky Doak High School is one of four county-supported secondary schools in Greene County. The school enrolls students who are in grades nine through twelve. Like Greeneville High School, Chucky Doak High School is located less than five miles from the Tusculum College campus. Slightly less than one-half of the 1982 Chucky Doak senior class participated in this study, of whom 45.7% were male, and 54.3% were female. Unlike Greeneville High School only 56.3% of Chucky Doak seniors who were surveyed said they planned to attend college.

Altogether, 166 high school students participated in the study. The colleges these students planned to attend were of a considerable variety with selections ranging from the University of Heidelberg to Nashville Auto Diesel School. Over 30 schools were named as selections for post high school study. Table 10 shows all colleges chosen by more than one of the high school seniors. One should note that most students (26%) had not decided whether or not they planned to attend college. Of those colleges specified, the most frequently selected

TABLE 10
SUMMARY OF COLLEGES SELECTED BY
LOCAL HIGH SCHOOL SENIORS

Rank		N	%
1	East Tennessee State University	42	25%
2	University of Tennessee	20	12%
3	Walters State Community College	19	12%
4	Tusculum College	9	5%
5	Tennessee Technological University	3	2%
6 (tie)	Carson-Newman College	2	1%
6 (tie)	U.S. Navy	2	1%
6 (tie)	U.S. Air Force	2	1%
	Other (less than 2)	24	15%
	No response	43	26%
	Total	166	100%

institution was East Tennessee State University. Forty-two students said they planned to enroll in this institution for the 1982 fall term. The University of Tennessee at Knoxville was the second most popular institution and was selected by 20 students. Walters State Community College, which has campuses in Greeneville and Morristown, was the third most frequently selected institution and was chosen by

19 students. Only 9 students indicated they were planning to attend Tusculum College. However, the 26% of those students who offered no response represented a major potential pool for the recruitment of future college students.

The majority of high school students surveyed intend to major in business, accounting, or some other related field (see Table 11). Slightly fewer students plan to enter fields such as pre-medicine, nursing, natural science and mathematics. As expected, a large number of students are undecided on a major area of study. The number of students who specified a major in the fields of creative arts (music, theatre and arts) or the humanities (English, French, Spanish, religious studies, etc.) was consistently low.

Almost 50% of the Greeneville High School seniors surveyed were enrolled in traditional academic coursework, while 35.8% were enrolled in a combination of traditional academic and vocational coursework, and 8.3% were enrolled in a strictly vocational educational program. Only 4.2% of the seniors questioned had no idea what the major emphasis of their education had been. In contrast to the Greeneville High seniors, 41.3% of the Chucky Doak seniors surveyed were enrolled in traditional academic programs while 28.3% were enrolled in a combination of academic and vocational programs. An even smaller number of Chucky Doak seniors (6.5%) were enrolled in a vocational coursework program. Amazingly, 21.7% of those students questioned had no idea what their educational emphasis had been. As expected, both groups of students estimated their total high school grade average fell within the B (good) or C (average) range.

TABLE 11
 SUMMARY OF OCCUPATIONAL CHOICES OF
 LOCAL HIGH SCHOOL SENIORS

Rank	Occupation-Major	N	%
1	Business	39	24%
2	Undecided	38	23%
3	Computer Science/Data Processing	11	7%
4	Medical Technology/Dental Hygiene	9	5%
5	Nursing	8	5%
6	Education	6	4%
7 (tie)	Engineering	5	3%
7 (tie)	Pre-Medicine	5	3%
7 (tie)	Fashion Merchandise	5	3%
10	Mechanics	4	2%
11 (tie)	Farming	3	2%
11 (tie)	Psychology	3	2%
11 (tie)	Science	3	2%
11 (tie)	Pre-Law	3	2%
11 (tie)	Communications	3	2%
16 (tie)	Theatre Arts	2	1%
16 (tie)	Aeronautical Technology	2	1%
16 (tie)	Airlines/Stewardess	2	1%
16 (tie)	Architecture	2	1%
16 (tie)	Navy	2	1%
16 (tie)	Air Force	2	1%
	Other (less than 2)	9	5%
	Total	166	100%

One might suggest that the parents of Greeneville High School seniors are well educated. Twenty-seven percent of the fathers of Greeneville High School seniors surveyed and 21% of the mothers completed college, while a much lower percentage of parents (17.5% fathers, 15% mothers) had less than a high school education. However, this trend represents a significant difference when compared to the level of educational attainment of the parents of Chucky Doak seniors who were surveyed. Only 13.0% of Chucky Doak students' fathers and 10.9% of their mothers completed college. An even larger number of Chucky Doak parents failed to complete high school. Of the Chucky Doak parents, 26% of the fathers and 37% of the mothers had less than a high school education. In short, it appears that Greeneville High School parents enjoy a higher level of educational attainment than Chucky Doak parents.

Parents will provide the greatest proportion of financial support for the 1982 college bound seniors at Greeneville and Chucky Doak High Schools. However, many students will supplement that support with some type of part-time employment. A small percentage (10.5%) plan to seek federal aid or guaranteed student loans. This figure contrasts greatly with the financial arrangements of the current Tusculum student body.

Finally, few (14%) of the students surveyed claimed to be affiliated with the Presbyterian faith. This is unfortunate considering Tusculum's formal ties to this particular religious group. Most proclaimed an association with the Baptist (28%) or Methodist (32%)

denominations, but a sizable group (22%) indicated no affiliation to any particular religious denomination.

Perceptions

Research among both high school populations indicated that there were four common perceptions (or misperceptions) about Tusculum College. Responses to both True-False and open-ended questions revealed that most students felt Tusculum College: (1) did not provide local students with an adequate amount of information about the college; (2) did not offer enough courses; (3) permitted excessive social freedom; and (4) was too expensive. To comprehend the extent and significance of these perceptions, it is necessary to discuss each in greater detail.

Too expensive. When local high school students who were surveyed were asked if the cost of attending Tusculum College was too high, 44% felt this was true and 30.7% did not know (see Table 12). Many students stated emphatically that the college should "be cheaper." Other students responded in more specific ways. A female student who planned to major in data processing at a nearby university stated, "I think more students would attend if costs were lower." Another student who planned to enroll at Tusculum said, "I have heard more students say they would like to attend Tusculum but the tuition is too high." Finally, a senior student, who was still undecided where he would attend college claimed, "You can attend East Tennessee State University for four years for what it costs to attend Tusculum for one year."

TABLE 12

HIGH SCHOOL STUDENT RESPONSES TO THE STATEMENT,
"THE FINANCIAL COST OF ATTENDING
TUSCULUM COLLEGE IS TOO HIGH
FOR MYSELF OR MY FAMILY"

Sample Populations	True N(%)	False N(%)	Dont't Know N(%)	Omit N(%)
Greeneville High School	48(40%)	34(28.3%)	38(31.7%)	0(0%)
Chucky Doak High School	25(54.3%)	8(17.4%)	13(28.3%)	0(0%)
Total	73(44%)	42(25.3%)	51(30.7%)	0(0%)

Local guidance directors seem to agree that the expense of an education at Tusculum is just too great for the local resident. One counselor claimed that cost is the overwhelming factor which eliminates many prospective students from considering Tusculum. This counselor added that only those students who receive academic or athletic scholarships could afford Tusculum. However, the counselor said he had no reluctance in sending a student to Tusculum and he claimed he would even be willing to "walk a prospective student right up to the front door, but once they get there to look at the school, the student's decision would still be based upon cost and most students are not willing to pay the price."

Not enough courses. Many high school students apparently question whether or not Tusculum offers an adequate variety of courses relevant to their own individual needs. When asked, "How can Tusculum College better serve the Greeneville community?", the surveyed students stated the need for more courses as their second

most frequent recommendation (see Table 13). Last year, Tusculum offered 313 courses with the greatest number of courses in education

TABLE 13
HIGH SCHOOL STUDENT RESPONSES TO THE QUESTION,
"HOW CAN TUSCULUM COLLEGE BETTER SERVE
STUDENTS OF THE GREENEVILLE AREA?"

Rank	Suggestion (Number)
1	Provide more information (13)
2	Offer more courses (10)
3	Cut down on the partying (9)
4	Lower the cost (7)
5	Keep Old Oak (3)
6 (tie)	Recruit more local students (2)
6 (tie)	Improve quality of education (2)
6 (tie)	Offer more sports (2)
	Other (less than 2) (9)

(56), physical education (39), English (26) and art (25). Other areas where one finds a heavy concentration of courses are in music (24) and psychology (17) (see Table 14).

The research revealed high school students have doubts as to how Tusculum's curriculum can translate into future employment. A female business major who was planning to attend East Tennessee State University said, "It (Tusculum) should offer more business courses." Another student who planned to major in business said, "They should offer more courses in more fields; they do not offer many courses people want to get into. It (Tusculum) is mostly made up of art and music courses." A male student who was planning to attend King College at Bristol requested, "Please get more courses or a bigger variety

TABLE 14

LIST OF COURSES OFFERED AT TUSCULUM COLLEGE, 1981-82

Rank		Fall 1981	Spring 1982	Total
1	Education	26	30	56
2	Physical Education	19	20	39
3	English	13	13	26
4	Art	13	12	25
5	Music	11	13	24
6	Psychology	8	9	17
7 (tie)	Math	8	7	15
7 (tie)	Business	8	7	15
9	Biology	6	8	14
10	Social Services	7	6	13
11	French	4	5	9
12	Gerontology	4	4	8
13 (tie)	Economics	3	4	7
13 (tie)	German	4	3	7
13 (tie)	Sociology	2	5	7
16	Theatre Arts	3	3	6
17 (tie)	Speech	3	2	5
17 (tie)	Religion	2	3	5
19 (tie)	Chemistry	2	2	4
19 (tie)	History	2	2	4
21 (tie)	Honors	2	0	2
21 (tie)	Spanish	1	1	2
21 (tie)	General Studies	1	1	2
24	Social Science	0	1	1

such as computers." Unfortunately, the 1980-82 Tusculum catalog listed only one computer course. Another student claimed, "I feel that if more different areas of study were offered, there would be more of an advantage to go there."

It is true that Tusculum offers more courses in art, music and physical education than courses in business administration, mathematics, computer science, economics or biology. A counselor remarked, "If Tusculum wants more local students, they should move closer into the technology-vocational market. I respect the liberal arts education but I also recognize Tusculum's need for more students."

Tusculum is a party school. Among high school seniors, Tusculum College is known for its social life and partying. In fact, 62% of the high school students surveyed felt the school had a reputation for partying and social activities (see Table 15). Perhaps the greatest contributor to this belief among high school seniors is a yearly event known as the "Old Oak Folk Festival." The festival (which is held each spring) is planned by the college students. The event attracts many local residents as well as Tusculum alumni and current students. The "Old Oak Festival" lasts for two days and encourages the participation of local craft/art exhibitors and folk musicians. Even though the event is well planned, it is often marred by spectators who become intoxicated. One local resident remarked, "I was invited to 'come out' and examine the crafts and goods but all I saw were people on blankets, drinking and high." Another local

TABLE 15

HIGH SCHOOL STUDENT RESPONSES TO THE STATEMENT, "TUSCULUM
COLLEGE IS KNOWN FOR ITS SOCIAL LIFE AND PARTYING"

Sample Populations	True N(%)	False N(%)	Don't Know N(%)	Omit N(%)
Greeneville High School	71(59.2%)	15(12.5%)	33(27.5%)	1(0.8%)
Chucky Doak High School	32(69.6%)	5(10.9%)	9(19.6%)	0(0%)
Total	103(62%)	20(12%)	42(25%)	1(1%)

resident who is also a student at the college said, "The Old Oak Festival is the main reason the college has a reputation of being a party school. Although the event is billed as being educational, it has also increased the popular belief that only parties occur at the school." Responding in a more positive manner, a local resident who attended the college said, "The Old Oak Festival is an event that allows me to see old school mates and lay back and drink a few brews."

Some high school students were more specific in their views of Tusculum's social atmosphere. "Get the beer out of Tusculum" was the comment made by a male student who was planning to attend Tusculum in the 1982 Fall semester. Another student simply said, "Stop all the drunks." A female student, who attended Greeneville High, explained her feelings in greater detail:

Tusculum College is not the ideal place for a respectable person to pursue a career. They party too much. They have too much freedom. Most of the population increase is on account of Tusculum. Too much drugs. As far as sexually involved, that's the ideal place to go.

This view was shared by a fellow student who was planning to attend East Tennessee State University. She remarked:

It's not respectable. Too much freedom and drugs everywhere. They get by with everything. They are free to drink. It's not right.

Finally, a male senior at Chucky Doak claimed, "I feel that the college is one of the main drug joints in Greene County and that it should be stopped. I feel that there should be more police patrol done to keep the problem down." A local school administrator reinforced this view. He said many of the students at his school feel Tusculum is a major distribution point for drugs in the Greeneville community. He indicated that the large number of students from the North and Florida were the primary reason his students felt this way. He added, "Kids think Tusculum is a suppliers' place because the Florida and New Jersey students have created a reputation for having good connections with drug dealers back home."

We don't know enough about Tusculum. The greatest complaint voiced by local students who participated in this study was that they simply did not know enough about the college (see Table 13, p. 67). When asked if they had been adequately informed about Tusculum's academic programs, scholarships, and student life, 44.6% felt they had not been informed (see Table 16). This finding is unfortunate considering the college's claim to provide its students with personal and close attention.

To measure Tusculum's effectiveness in communicating basic admissions information to high school students, nine questions were

TABLE 16

HIGH SCHOOL STUDENT RESPONSES TO THE QUESTION, "DO YOU FEEL TUSCULUM COLLEGE HAS ADEQUATELY INFORMED YOU ABOUT THEIR ACADEMIC PROGRAMS, SCHOLARSHIPS, AND STUDENT LIFE?"

Sample Populations	Yes N(%)	No N(%)	Don't Know N(%)	Omit N(%)
Greeneville High School	44(36.7%)	55(45.8%)	18(15.0%)	3(2.5%)
Chucky Doak High School	19(41.3%)	19(41.3%)	8(17.4%)	0(0%)
Total	63(38.0%)	74(44.6%)	26(15.6%)	3(1.8%)

inserted into the questionnaire. Over 50% of the students questioned did not know that Tusculum: (1) permitted early admission; (2) admitted students on a part-time basis; (3) allowed transfer students with an associates degree to immediately pursue study in a selected major; (4) awarded 87% of its students financial assistance; (5) provided remedial courses in English, mathematics and reading to assist freshmen in the development of necessary skills; (6) awarded college credit for life experiences; and (7) provided faculty and certain personnel for lectures, conferences and workshops. The data would seem to suggest that the college is not transmitting basic admission information to local high school students. Students surveyed agreed that Tusculum should do a better job of informing prospects about the college. They remarked:

The students at Greeneville High School could use more information on Tusculum College.

Let students know more about the college. Inform the students that you're there.

I feel that we need to know more about the school. We do not know enough.

Not much information has been passed around about Tusculum except that sometimes it's wild. Perhaps if Tusculum would come at the beginning of the year, and talk to students, it would help.

I think Tusculum College can better serve the students of Greene County by better informing on the True or False statements on the front (of the questionnaire). As you can see, most of mine are "I don't know." More community projects that the students can get involved in would be better. . . . It couldn't hurt.

Factors Affecting College Choice

Why do students choose to attend a particular college? The literature suggests that a number of factors can influence a student's decision. These factors included cost, variety of courses, parental preference, suggestion of counselor or teacher, distance from home, social life and academic reputation. Greeneville and Chucky Doak seniors were asked to rate these and other factors in an effort to identify why local students attend a particular college.

The results of those students who responded were tabulated and ranked from most important to least important (see Table 17). The most important factor was the variety of courses a college can offer its students. This was extremely important to those freshmen who were unsure or undecided on a major. The second most important factor was the quality of the (college's) student body. It seems that local students who plan to enroll in a college want to be associated with other students who share similar values, beliefs and educational goals. The reputation of a particular field of study and the quality of an institution's faculty ranked third in importance among students sampled. Surprisingly, a college's athletic program,

TABLE 17

SUMMARY OF FACTORS AFFECTING THE COLLEGE
SELECTION OF HIGH SCHOOL STUDENTS

Rank	Factors Affecting Selection	Important (N)	Not Important (N)
1	Wide variety of courses	138	7
2	Quality of the student body	133	12
3 (tie)	Reputation in my field	132	12
3 (tie)	College faculty	132	13
5	Social life	131	13
6	Counselor or teacher suggestion	128	17
7	Low cost	124	21
8	Campus activities	123	20
9	Financial aid	118	26
10	Size of college	110	35
11	Friends or classmates plan to attend	104	35
12	Athletic program	99	46
13	Preference of parent or relative	98	47
14	Can live at home	83	62

the preference of a parent or relative, and being able to live at home were ranked as the least important factors affecting college choice.

In conclusion, any combination of factors can influence a student's decision to attend college. However, this study indicates that among Greeneville and Chucky Doak students, the most important factors are a college's curriculum, the quality of the college's student body and faculty, and the reputation of a specific area of study.

CHAPTER VIII

FINDINGS: THE GREENEVILLE COMMUNITY

Within the Greeneville community, it was found that most residents who responded to the survey felt Tusculum is a good academic institution. However, one should note that of the 250 community residents selected for study, only 26% decided to participate in this survey. Altogether, 84% of those residents participating felt the college offered either a good or excellent academic program. One local resident responded, "I believe that the quality of education at Tusculum is good because of the small enrollment and the individual help that the professors can provide." Another person added, "The small ratio of students per teacher enhances learning. The educational experiences (at Tusculum) are more practical than (at) some colleges." It was also noted that, "A serious student can gain an excellent education (at Tusculum) and enter graduate school without difficulty. This is well attested."

Two-thirds of those responding (67%) felt that the college had adequately informed them about academic programs, educational opportunities and cultural events. However, when these same individuals were asked, "How can Tusculum College better serve the community of Greeneville?" many felt the college should increase its publicity of these programs and events. One individual offered a specific suggestion:

Tusculum College is a very well liked school. It could better serve the community by putting a schedule of classes and events in the paper each week or two weeks. I attended a class or seminar there on the new tax changes and enjoyed it very much. More people would attend these if they knew and if it was what they were interested in.

Another resident simply stated, "I don't know a 'thang' about Tusculum College." A local resident who said he may consider sending his child to Tusculum suggested, "Tusculum should possibly better inform the high schools about the financial aid available and try to offer more aid."

When local residents were asked if they would consider enrolling in Tusculum or if they would encourage their child to enroll in Tusculum, over 50% of those responding said yes or absolutely yes. This figure was encouraging considering the conflicts that have historically existed between the college and the community. One female resident said, "The reputation of the (Tusculum) student body has improved in the last few years. There seems to be a more concerned effort toward college/community relations." One parent said, "Tusculum College did until six or seven years ago seem to be a haven for a select group of party goers or pranksters, but (it) seems to have overcome that problem. Yes, I would send my child to Tusculum." One supportive resident remarked, "I think Tusculum College serves the community of Greeneville very well indeed. I wish the community of Greeneville could become aware of the great asset that Tusculum College really is to this community."

Many residents feel Tusculum is doing a good job serving the community. However, some Greeneville residents surveyed felt

Tusculum College could better serve the community in three specific ways. Namely, the college could: (1) offer a wider variety of courses; (2) increase its involvement within the community; (3) reduce the tuition costs (Table 18). Of those residents participating, many felt the college should offer more vocational and computer courses.

TABLE 18

SUMMARY OF GREENEVILLE COMMUNITY SUGGESTIONS ON HOW TUSCULUM COLLEGE CAN BETTER SERVE THE LOCAL COMMUNITY

Rank	Suggestions (N)
1	Tusculum is doing a good job already (11)
2 (tie)	Offer wider variety of courses (8)
2 (tie)	Greater community involvement (8)
4 (tie)	Reduce tuition costs (5)
4 (tie)	Enroll more local students (5)
6	Reduce partying/improve image (3)
7 (tie)	Provide more information (2)
7 (tie)	Offer more scholarships (2)

"In my opinion, Tusculum College should offer more vocational courses so that students could find employment in business and industry," claimed one participant. Another resident said, "There is a growing need for higher education here in our county (in areas) such as computer training and job services." These adults also express a desire for more extension courses in continuing education. A 1967 Tusculum graduate said, "Tusculum College should provide extension courses. I have a Master of Arts in Education and there are no courses (nightly or summer) to extend this." Other area educators support this idea. One suggested, "Tusculum should offer more courses at

night and summer to benefit teachers. The school should offer courses that can transfer to ETSU during the summer."

Other residents surveyed felt Tusculum College could better serve Greeneville by becoming more involved in community affairs. They felt by increasing community involvement, the college could improve its image and attract a greater number of local students. One said:

I think Tusculum College should become more involved in the affairs of Greeneville and Greene County. I think then the people of Greeneville and Greene County will become more involved with the college and be more aware of what is really going on there.

Tusculum College has always seemed to be more isolated from Greeneville than it should be. I think most people in the area have never really considered it to be Greeneville's college but rather a college located here that is attended mostly by Yankees.

Another resident argued that Tusculum College was an excellent academic institution. Also, she thought the college could take steps to increase its community service. In response to this need, she said:

I feel that Tusculum College could further enhance their contribution as a whole by encouraging and promoting more cultural activities for the surrounding area. The college has a host of students with ideas, plans, and talent, and should allow a media for expressing these. College is basically a communication of ideas, be they old/new, proven or unproven. The whole function is to express ideas to as many as possible so that they too might consider the viewpoints. Tusculum College could add to the exchange by initiating the forum thru (sic) drama, debate, lecture and community activities.

Some respondents were less verbal, but more direct in their suggestions on how the college could better serve Greeneville. "Get involved in public service projects (cleanup, tree planting, etc.),"

said one person. Another said, "Become more involved in local school systems and (encourage) the faculty to become part of the community—come down to earth!"

In addition, other Greeneville residents who were surveyed felt Tusculum College could better serve the community by reducing its tuition. One said, "I feel their tuition (Tusculum's) is way out of bounds for this part of the country. If I was going to pay that kind of money for an education, then I would go to a school with more prestige like the University of Tennessee at Knoxville." A former Tusculum graduate compared the cost of an education at Tusculum to the cost of an education at other schools. She concluded, "The cost of a three hour (credit) course offered at Tusculum College is more than that same course offered at Walters State-Greeneville." One local resident said:

There are two persons of my acquaintance whom I know to be graduates of Tusculum College; both have made community contributions. Of course, there may be more, but I usually assume students from this area have attended ETSU or UT. Tuition is a factor. Actually most of the time I think of Tusculum last when naming colleges close to my area. In fact, I remember it being here when I pass the campus. This may give you some idea of the impact that Tusculum has made to my awareness.

Finally, the survey showed that 70% of the participants felt Tusculum students made a substantial contribution toward the betterment of the Greeneville community. Unlike local high school students, 68% of the adult community felt the Old Oak Festival promoted better understanding between the residents of Greeneville and the students at Tusculum.

One major misconception continues to be associated with the college. Namely, 86% of the residents surveyed were unaware the majority of Tusculum students were from the South, not the North (Table 19). Statements such as "Tusculum is a Yankee school" or "Make Tusculum a Southern school" were commonly heard throughout the community. It seems this is one area where Tusculum's public relation department should concentrate their energies.

TABLE 19

GREENEVILLE COMMUNITY RESPONSES TO THE STATEMENT, "THE MAJORITY OF STUDENTS WHO ATTEND TUSCULUM COLLEGE ARE FROM THE NORTHERN STATES OF NEW JERSEY, NEW YORK AND OHIO"

Response	Greeneville Community	
	N	%
True	30	46.9
False	8	12.5
Don't Know	25	39.1
Omit	1	1.5
Total	64	100.0

A final point should be made. Although both local high school students and Tusculum College students felt the college was known for its social life and partying, the Greeneville community residents who were surveyed did not agree with this perception. Only 9.4% of those surveyed felt the college was known for its social life (Table 20). Few, if any, of those residents who responded to the survey expressed any displeasure with the college's current social atmosphere. This represents a significant achievement for the college considering the school's past conflicts with the community.

TABLE 20

GREENEVILLE COMMUNITY RESPONSES TO THE STATEMENT, "TUSCULUM COLLEGE IS KNOWN FOR ITS SOCIAL LIFE AND PARTYING"

Response	Greeneville Community	
	N	%
True	6	9.4
False	33	51.5
Don't Know	24	37.5
Omit	1	1.6
Total	64	100.0

CHAPTER IX

CONCLUSIONS, RECOMMENDATIONS, AND CLOSING REMARKS

Conclusions

This attempt to determine how Tusculum College can attract more local students has revealed several important findings. The following conclusions are based upon data generated in this study. First, all three communities sampled feel the college does not offer an adequate variety of courses and that it is too expensive for the average resident. Second, data show that many local high school seniors and Greeneville community residents are either misinformed or not informed about the college's programs, its mission and its commitment to the people of this southern Appalachian region. Finally, it has been shown that among high school seniors and Tusculum students, the college has a reputation for partying and liberal social activities.

These findings are significant when one examines the reasons local high school students choose to attend a particular college. In this study, high school seniors felt the curriculum available at an institution was the most important factor that affected college choice. These same students felt Tusculum did not offer an adequate variety of courses or relevant majors. This perception was also found to exist among current Tusculum students. In fact, when Tusculum students were asked why most students decide to leave Tusculum to attend some other college or university, a lack of courses or majors

was the second most frequently cited reason (see Table 2, p. 45). The local high school seniors seem to be interested in the business, computer science and medical technology/dental hygiene fields. Equally important, 23% of all seniors surveyed were undecided as to a major field. In contrast, Tusculum College offers a limited number of business courses and even fewer computer courses. The college does offer a major in the field of medical technology. The four areas listing the greatest number of courses in the fall and spring schedule of 1981-82 were education, physical education, English and art. It appears that Tusculum is failing to offer the type or variety of curriculum capable of retaining its own students while at the same time attracting new students. Simply stated, this shortcoming could possibly be one reason the college has failed to increase its student enrollment.

The quality of a college's student body is the second most important factor affecting college selection. Unfortunately, in the eyes of local high school seniors, the Tusculum student body is composed of individuals who enjoy partying and socializing more than studying. Even among its own students, Tusculum is perceived as a party school. It is interesting to note, however, that this view is not shared by the Greeneville residents who were sampled (Table 21). This particular difference can be explained in numerous ways. One might suggest that local high school seniors and Tusculum students communicate information more freely between themselves than with the older community residents. However, an equally strong possibility

TABLE 21

SUMMARY OF RESPONSES TO THE STATEMENT, "TUSCULUM COLLEGE
IS KNOWN FOR ITS SOCIAL LIFE AND PARTYING"

Sample Populations	True N(%)	False N(%)	Don't Know N(%)	Omit N(%)
High School Community	103(62%)	20(12%)	42(25%)	1(1%)
Tusculum Community	51(65%)	16(20%)	11(14%)	1(1%)
Greeneville Community	6(9%)	33(52%)	24(38%)	1(1%)

for this difference may be due to an effective public relations emphasis directed by the college upon the older, more established community members of Greeneville. This emphasis is largely in connection with an ongoing fund raising campaign promoted by the college's development office. Also, one notes that the turbulence which rocked the college and the community in the 1960s and early 1970s has declined noticeably in more recent years. This decline in conflict corresponds with a marked decrease in the non-local segment of the Tusculum student body. Nevertheless, even though the Tennessee student population is larger than ever, Tusculum still has retained the image of a school inhabited mostly by northern students.

The reputation of a student's particular field of study and the quality of a college's faculty were the third most important factors affecting the college selection of local high school seniors. Although Tusculum students felt their professors were as qualified as teachers at other four-year colleges, this perception could definitely affect the manner in which a particular field of study is seen by potential students. If local seniors are unaware of the qualifications

of Tusculum faculty, they must also be unaware of the quality of the programs they instruct. Here again, it seems that the college must better inform potential students of this particular issue.

The lack of information about Tusculum College has not gone unnoticed by the local high school seniors. When asked, "How can Tusculum College better serve the students of the Greeneville area?" most students responded that the college needed to provide them with more information concerning the curriculum, activities and entrance requirements (see Table 15, p. 70). As was seen by the large number of "incorrect" or "don't know" responses in Part II of the high school questionnaire, the seniors sampled have either been misinformed or not informed about the various programs at Tusculum College. Ultimately, this responsibility rests upon the marketing strategy utilized by the college's admissions office.

Most college admissions officers depend heavily upon guidance counselors to transmit information about their colleges to high school students. A considerable amount of an admission officer's time is spent meeting with counselors to discuss admissions policies, academic programs and other components that make one's college unique. Unfortunately, local high school seniors in this study did not rank the counselor as high in importance as one might expect. Among current Tusculum students, the counselor was ranked eighth in importance. In short, one might suggest that counselors are not the most important factor affecting college choice. This particular finding has both positive and negative implications. In a positive sense, it indicates that counselors are not monopolizing the decision making process

faced by their seniors. In a negative sense, counselors can transmit only that information which is provided by the various colleges. It is up to the college to provide the most essential information that will meet the needs of those students a counselor serves. For example, most Tusculum students felt the size of the college and the availability of financial aid were the two most important factors which influenced their decisions to attend the college. However, these two factors were ranked ninth and tenth in importance by the local high school seniors. If Tusculum hopes to serve the students of the Greeneville area, it should communicate to counselors and students information on the curriculum and quality of the student body rather than always emphasizing Tusculum's size and the necessity of its financial aid packages.

Finally, Tusculum students feel the financial cost of attending Tusculum is the most important reason some students decide to leave the college to attend some other institution. Perhaps this explains why financial aid was ranked as the second most important factor affecting Tusculum students' decision to attend the institution. However, cost of education and financial aid were not ranked as high among high school seniors. Of the Tusculum students surveyed, 73% felt that the cost of attending Tusculum College was too great. A much lower percentage of high school students (44%) felt this way (see Table 22).

Recommendations

The conclusions presented above provide the basis for the following recommendations.

TABLE 22

SUMMARY OF RESPONSES TO THE STATEMENT, "THE COST OF ATTENDING TUSCULUM COLLEGE IS TOO GREAT FOR MYSELF OR MY FAMILY"

Sample Population	True N(%)	False N(%)	Don't Know N(%)	Omit N(%)
High School Community	74(44%)	42(25%)	51(31%)	0(0%)
Tusculum Community	57(73%)	5(6%)	16(21%)	0(0%)
Greeneville Community	16(25%)	19(30%)	28(44%)	1(1%)

Provide more information. Prospective students will continue to have misperceptions about Tusculum College as long as the college depends upon its current policy for distributing information. One possible way to increase the distribution of information would be to submit biweekly schedules of events to the local newspapers for publication. This would reach a much larger number of community residents who would fall into the "non-traditional student" category. The schedule should contain information on planned courses, cultural attractions and athletic events. This schedule should be submitted to the media early enough to allow for follow-up publicity prior to the event. The schedule could also be distributed to local radio stations and even television stations based in the Tri-Cities area. This would serve two purposes. While serving to inform the public of the particular activities planned at the college, the schedule would also give the college wider name recognition within the southern Appalachian region.

The college needs to redirect the type of information it distributes to prospective students. Local students need to be

informed about the strengths of Tusculum's academic departments, the quality of its students and the variety of its curriculum. Since many local students plan to major in business, the college should engage in a publicity campaign that emphasizes the quality and practicality of an education in this field at Tusculum. Furthermore, the college should better publicize the achievements of its professors and current students so that prospective students will be more aware of the reputation of Tusculum's teachers and the quality of its student body. Each month, a news release could be sent to area media sources with information on the achievement of a particular faculty member or student. The release could become a regular section of the local newspaper and be publicized as a public service by local radio stations. In short, much of Tusculum's past negative publicity has reflected poorly on the entire institution. This tradition magnifies the need for a more focused approach on the specific information needs of the local residents. They desire to be informed about: (1) the college's curriculum; (2) its reputation in particular areas of study; (3) the quality of its faculty; and (4) the quality of the student body. Local students are not eager to know about the "unique" size of Tusculum, or how they can "stay at home and go to college." Students have become consumers who are looking for an educational product that will permit them to become marketable and employable. This should be the ultimate focus of Tusculum's publicity efforts.

Restructure the curriculum. Tusculum College must strengthen its business program and offer a major in computer science. To accomplish

this, the college should make a concerted effort to increase the quality of instruction in the field of business. It should seek out an instructor who would provide the department with impressive credentials and stability. Furthermore, this individual should be required to develop an auxiliary educational program for local business persons in Greeneville. The auxiliary program would provide Tusculum with a vehicle for meeting the educational needs of the public while also increasing the visibility of Tusculum's commitment to the community. In addition to increasing the quality of instruction in the business department, the college should offer a greater variety of business courses. With an increase in the variety of business courses, prospective students would receive a more comprehensive training that would adequately prepare them for a job.

Some prospective students feel that marketable skills cannot be obtained at Tusculum in academic fields such as creative arts and humanities. In fact, the number of students interested in majoring in these particular fields is usually low. In contrast, an increasing number of area high school students are seeking to major in the fields of computer science and high technology. An even larger number of students is unsure which field they should major. Tusculum College should re-evaluate its need for a major in computer science. At the same time, the college should reduce the number of courses offered in the creative arts and humanities. A major in computer science that is integrated within the department of business would increase the effectiveness of both programs. Equally important, Tusculum College

should alter its curriculum to accommodate students who are uncertain what their majors will be. The school should publicize its desire to assist the undecided student and show precise ways how this type of student will benefit by attending Tusculum.

Tusculum College will need financial assistance to strengthen its business program and create a successful computer science major. One possible source for such a transformation would be to apply for a foundation grant. Certain foundations, such as Mellon and Carnegie, are interested in supporting educational institutions in Appalachia. A curriculum change should be implemented gradually rather than suddenly, thus insuring existing Tusculum students a chance to continue on their present academic paths.

Redirect Tusculum's recruitment strategy. In 1981-82, Tusculum College utilized the services of six regional admissions representatives to locate and recruit potential students. Four of these admission representatives were positioned outside of the Tennessee area. Of the other two representatives, one was the college's Director of Admissions who recruited only those students who attended schools located within Greene County. The other representative covered the remaining portion of Tennessee as well as parts of Virginia, North Carolina, and Georgia. In short, the college has regional representatives who cover a geographic area which stretches from New York to Florida. Furthermore, each representative lives in the area in which he recruits.

In the past, Tusculum College was very successful in attracting students from those areas outside of Tennessee. However, today, this is no longer the case. Even with an increase in recruitment efforts, fewer students living outside of Tennessee are attending the college. At the same time, Tusculum is consistently attracting more students from Tennessee with a minimum amount of effort. Tusculum's recruitment strategy must respond to this shift if it hopes to enroll more students from the southern Appalachian subregion.

To accomplish this, Tusculum must restructure its recruitment strategy. This could be accomplished in a number of important ways. First, the college should reduce its recruitment area to a radius of 200 miles from Greeneville. Currently, more Tusculum students come from this 200 mile region than any other region in the United States. Not only would this reduction result in a smaller recruitment area, but it would also eliminate the need for at least two regional admissions representatives. This would greatly reduce the expense associated with salaries, travel and other related expenses while at the same time providing more revenue for advertising, developing quality admissions material or even adding another faculty member in a much needed area such as computer science or business. Although the reduction of the admissions staff would seem contrary to the college's needs, this process could actually increase the effectiveness of the entire admissions operation. Tusculum's representatives would no longer live away from the campus nor would they be required to conduct business from their homes. Instead, each representative would

live in Greeneville where he would become a part of the Tusculum College and Greeneville communities. Each representative would be assigned a much smaller territory to recruit students. The closeness of the area to Greeneville would require a minimum amount of overnight travel. At the same time, each representative would be responsible for participating in the ongoing operation of the admissions office. This may include creating an alumni volunteer network, organizing a prospective student phonathon, conducting campus tours, communicating with the news media or perhaps hosting several admissions gatherings at the homes of alumni or prospective students. In short, by reducing the total recruitment area, the college could concentrate its efforts on those students who are currently showing the greatest amount of interest in the school. Also, the college could at the same time reduce the expense associated with travel, much of which has been unproductive. Students living outside of the 200 mile recruitment radius could be identified by college search programs and mass mail efforts. These two processes are currently being utilized by the college.

Second, by restricting Tusculum's recruitment area to a 200 mile radius, the college could inform local prospective students more completely on issues such as the curriculum, faculty, reputation in a particular field of study and the quality of Tusculum's student body. Each student would have the opportunity for more personal contact from the particular admissions representative in his area. Also, by living near the college, the admissions representative would be

able to attend school functions which would give him a first hand perspective on how Tusculum College can or cannot meet the particular needs of a prospective student.

Third, Tusculum must develop a network of alumni volunteers who would represent the college in those areas where a Tusculum admissions officer would no longer be positioned. Great care should be taken to select, motivate and communicate with potential volunteers. The college's alumni office should assist the admissions office in the identification of enthusiastic alumni volunteers. Once selected, these alumni recruiters should be well-informed, well-trained and closely supervised by one of the college's Assistant Directors of Admissions. It would be the responsibility of the college's admissions office to determine whether the alumni volunteer should be encouraged to: (1) increase the number of inquiries from a particular area, or (2) encourage students who inquire about the college to make application for admissions, or (3) encourage applicants to visit the campus. In addition, each alumni volunteer should be expected to sponsor an admissions gathering in his hometown. This gathering would be attended by an admissions officer from the college, area alumni, as well as those area prospective students and their parents who may be interested in learning more about the college.

It is essential for each volunteer to be informed about the college and its admissions goals and objectives. To satisfy this need, off-campus training sessions would be scheduled in coordination with alumni chapter meetings held in targeted cities or regions. On-campus training sessions could be scheduled during the fall alumni

weekend for those volunteers who plan to participate in reunion activities. At each of these training sessions, student recruitment publications, volunteer handbooks and updates on current academic/sports programs could be distributed to each volunteer.

In short, Tusculum's alumni are its greatest admissions resource. Although the college has depended on alumni to represent Tusculum at selected college fairs or asked alumni to phone prospective students, there has been no wholehearted attempt to create a formal, organized network of volunteers who are utilized regularly and trained thoroughly. With an effective alumni volunteer network, it is felt that Tusculum would definitely improve its ability to attract prospective students from selected markets or communities.

Reduce local tuition. Both local high school students and guidance counselors feel Tusculum could attract more local students if the tuition was lower. However, for a small college like Tusculum, the process of reducing tuition is an almost ridiculous concept. Yet, when compared to other nearby institutions, Tusculum's tuition is sometimes \$500 to \$1,000 more. Therefore, to compete with other colleges for the same prospective students, Tusculum should consider reducing its tuition.

Can Tusculum College offer all of its students a tuition reduction? Probably not. Assuming this, which students should receive a tuition discount? This depends upon the college's admissions strategy and its ultimate goals. Recognizing that Tusculum's future depends upon the residents of Greeneville and the surrounding area,

it would seem this is the population deserving the special consideration. It is felt that the tuition for local residents (commuter students) should be reduced by \$1,000. This reduction would allow Tusculum College to assume a more competitive position when compared to other nearby colleges. Furthermore, it is felt that the tuition should not be changed for residential students from Tennessee and its adjoining states. Finally, it is suggested that only those non-commuting/residential students from states not adjoining Tennessee should experience an increase in tuition. A tuition increase of \$1,000 would recover some of the money lost from the tuition reduction offered to community students. The tuition increase for these particular students would place the total cost of their education at around \$7,000. Certainly, the increase in tuition would reduce Tusculum's appeal to some non-Tennessee residential students. However, this tuition figure would still be moderately competitive with many northeastern institutions.

Tusculum scholars. Tusculum College must improve the academic reputation of its student body. To accomplish this, the college should implement a series of academic scholarships which could be awarded to those students graduating as the valedictorian or salutatorian of their high school class. The scholarships should not be based upon SAT or ACT test scores. Initially, the scholarships could be limited to Greeneville/Greene County students. Local residents and faithful Greeneville donors should be solicited to financially support these particular scholarships. The scholarships

would serve as an indication of Tusculum's commitment to the students of the Greeneville area. Furthermore, the scholarships would show that Tusculum is seeking quality students. Without a doubt, Tusculum's reputation as an academic institution would improve among local high school seniors and Greeneville residents if these particular merit scholarships were created.

Improve Tusculum's social atmosphere. Although Tusculum College is perceived as a "party" school, the author feels the behavior of its students is no more liberal than what one finds at any other college campus. However, the difference may seem greater simply because students are not encouraged to participate in any other social activity. The college should make a sincere attempt to plan more social activities besides dorm parties, dances and rock concerts. These events only encourage "party behavior." Nevertheless, the college should not restrict the consumption of alcoholic beverages.

To insure proper planning of activities and to promote campus events, the college should create the position of Director of Weekend Activities. This full-time position could be filled by a qualified individual who would supervise activities and encourage students to participate in many of the college's scheduled events. Tusculum should utilize its unique location in the Appalachian mountains to attract students who are interested in outdoor activities. Rappelling, canoeing, caving, hiking, snow skiing are just a few of the activities that are easily accessible from the college's campus. The Director of Weekend Activities could promote these activities in the area's

local high schools and encourage these students to participate along with current Tusculum students. Hopefully, Tusculum could develop a strong reputation for a successful "outdoors program." Not only would the program permit Tusculum to become more involved with the Greeneville youth, but it would also emphasize how Tusculum focuses on the total educational experience of its students.

Finally, the "Old Oak Festival" is one event that has gained much attention for its unusual activities and lively behavior. Some students, local residents and school administrators complain that the event has become increasingly rowdy due to the consumption of alcoholic beverages. The event has contributed toward the belief among some residents that Tusculum is a party school. However, Greeneville residents and Tusculum students agree that the event promotes community understanding. Most of the unpredictable, drunken behavior occurs during the evening hours of the Festival.

As long as the "Old Oak Festival" encourages the participation of local Appalachian craftspersons and performers, the event should continue. But in order to discourage students and guests from becoming intoxicated, the event should last only during the morning and afternoon hours. If the Festival is truly a display of Appalachian crafts and music, supporters should not object to the suggestion that the hours of "Old Oak" be reduced. On the other hand, if the students who organize and promote the event are opposed to the idea of reduced hours, then the college should reconsider whether the Festival is actually a showcase for the Appalachian craftsmen and performers or simply a vehicle for student misconduct.

Closing Remarks

From all appearances, Tusculum College is located in an area that is unmatched for its beauty and natural resources. Also, Tusculum is positioned in a region which shows great potential for retail, industrial and population growth. The college has a massive number of alumni who claim to be satisfied with the educational training they received at the school. Local residents are pleased with the role the college has played in the cultural development of their community. And perhaps more important, the college is supported by a hard working and dedicated faculty and staff. Yet even with all of these positive features the college has seen a 55% decline in student enrollment since 1970.

No single factor can explain why Tusculum has experienced this sharp decline in student enrollment. Instead, it is possible that a multitude of events, some occurring more than 50 years ago, have collectively contributed to the college's dwindling enrollment. This study has revealed that events such as the decrease in a once dependable northern student population, the continued recruitment of northern students and the reluctance to focus more recruitment energies on the local student, the student protests of the 1960s and 1970s, the litigation over the college's right to sell beer to its students, the personal problems experienced by a high ranking school official which required his resignation, the college's failure to rapidly change its curriculum to meet the demands of today's students, the college's liberal social policy—all have contributed in one way or another to

Tusculum's decreasing student enrollment, high attrition and poor school image.

If Tusculum College hopes to continue serving students from Appalachia and elsewhere, it must adopt a distinct strategy for survival. This strategy would require the college to (1) redirect its recruitment efforts to focus more on the local, southern Appalachian student rather than those students living in the northeast, (2) saturate local students with more information about the college, (3) restructure the curriculum to include a stronger business program and a major in computer science, (4) develop a strong network of alumni admissions volunteers to assist in the recruitment of potential students, (5) reduce local tuition, (6) establish a series of fully endowed academic scholarships which are awarded to the top two graduating seniors from Greeneville and Greene County High Schools, and (7) improve Tusculum's social atmosphere.

No change can occur immediately; therefore the college should work gradually to implement these strategies. However, it is felt that if these and other suggested steps were taken by the college, Tusculum would develop a much stronger local student base and move much closer toward a more promising future.

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APPENDICES

APPENDIX A

GREENEVILLE HIGH SCHOOL QUESTIONNAIRE AND RESPONSES

Directions: Be sure to answer every question as sincerely and thoughtfully as you can, even if your plans are not definite. Most of the questions can be answered by circling the appropriate letter to the left of the question. Select only one response.

Part I: Select one response only.

1. Sex:
 - a. Male.....45.8%
 - b. Female.....54.2%

2. Do you plan to attend a college, university or technical school after graduation?
 - a. Yes 72.5%
 - b. No 12.5%
 - c. I don't know....15.0%

3. If you plan to attend a college, university or technical school, write the name of that school in the blank provided.

4. At the present time, what is your main occupational or career choice after you complete your education? (See Page A)

(Write in the name and code number of your occupational choice from those provided on Page A)

5. What was the highest educational level reached by your father?
 - a. Less than 12th grade.....17.5%
 - b. Completed high school.....30.0%
 - c. Completed high school and some college....17.5%
 - d. Completed college.....27.5%
 - e. I don't know..... 7.5%

6. What was the highest educational level reached by your mother?
- a. Less than 12th grade.....15.0%
 - b. Completed high school.....45.0%
 - c. Completed high school and some college....16.7%
 - d. Completed college.....21.7%
 - e. I don't know..... 1.7%
7. What has been the major emphasis of your high school education?
- a. Traditional academic coursework.....49.2%
 - b. Vocational coursework..... 8.3%
 - c. Both traditional academic and vocational coursework....38.5%
 - d. I don't know..... 4.2%
8. Please estimate your total "letter grade average" for the past four (4) years.
- a. A (superior).....13.3%
 - b. B (good).....48.3%
 - c. C (average).....36.7%
 - d. D (below average)..... 1.7%
 - e. F (failing)..... 0.0%
9. Which of the following will be your primary means for financing your education after graduation from high school?
- a. Parents.....40.8%
 - b. Academic/athletic scholarship..... 6.7%
 - c. Federal aid/bank loan.....16.7%
 - d. Full-time or part-time employment.....21.7%
 - e. I do not plan to continue my education....10.0%
10. To which particular religious denomination do you belong?
- a. Baptist.....30.0%
 - b. Episcopalian..... 1.7%
 - c. Methodist.....27.5%
 - d. Presbyterian.....13.3%
 - e. None of the above (other).....25.0%
11. What is your impression of Tusculum College academically?
- a. Excellent..... 5.8%
 - b. Good.....37.5%
 - c. Fair.....27.5%
 - d. Poor.....10.0%
 - e. I don't know.....18.3%

12. When compared to similar courses at other colleges, the courses at Tusculum College are:
- a. More difficult..... 9.2%
 - b. Equally difficult.....25.8%
 - c. Slightly easier.....10.0%
 - d. Much easier..... 2.5%
 - e. I don't know.....52.5%
13. Do you feel Tusculum College has adequately informed you about their academic programs, scholarships and student life?
- a. Yes.....36.7%
 - b. No.....45.8%
 - c. I don't know.....15.0%
14. Do you feel Tusculum College has made a sincere attempt to recruit you as a student?
- a. Yes.....32.5%
 - b. No.....51.7%
 - c. I don't know.....13.3%
15. As a student, what do you feel is most important to you while at college? (Select one)
- a. Expanding social networks..... 6.7%
 - b. Personal enrichment and self understanding.....45.8%
 - c. Acquiring marketable skills.....30.0%
 - d. Enjoying college life while still young..... 5.0%
 - e. Eventually making a lot of money..... 9.2%

Part II: If you feel the following statements are true then circle "T", if false circle "F", and if you don't know circle "D".

T = True

F = False

D = I don't know

T	F	D	
30%	24%	44%	16. Students from Tusculum College make a substantial contribution toward the betterment of our community of Greeneville.
43%	10%	45%	17. Teachers at Tusculum College are as qualified as teachers at any other four year college.
45%	33%	21%	18. I have heard many positive statements about Tusculum College.
28%	58%	12%	19. My own religious affiliation has an important effect upon the college I choose to attend.

T	F	D	
59%	10%	29%	20. The majority of students who attend Tusculum are from the Northern states of New Jersey, New York, and Ohio.
40%	28%	31%	21. The financial cost of attending Tusculum College is too high for myself or my family.
30%	5%	63%	22. Admission to Tusculum at the end of the eleventh grade is possible for certain students.
48%	3%	47%	23. Students may be admitted to Tusculum on a part-time basis.
18%	9%	70%	24. Generally, a student who transfers to Tusculum College with an Associates Degree may immediately pursue studies in a selected major.
23%	7%	69%	25. Eighty-seven percent (87%) of the students who attend Tusculum College receive financial assistance.
34%	3%	62%	26. Remedial (basic) courses in English, Mathematics, and Reading are available to assist freshmen in the development of necessary skills.
28%	9%	60%	27. College credit can be awarded for professional, vocational, and off-campus experiences in which definite learning can be documented.
45%	37%	17%	28. The college library is available free of charge for public use.
15%	21%	61%	29. One third (1/3) of the full-time students attending Tusculum are from the Greeneville and Greene County area.
17%	9%	71%	30. Tusculum College faculty and certain personnel are available free of charge for public lectures, conferences and workshops.
59%	12%	27%	31. Tusculum College is known for its social life and partying.

Part III: Complete this section only if you plan additional education or vocational training after graduating from high school.

Instructions: How important are the following reasons for your choosing the college or vocational school you did rather than some other college? Use the following key.

a = Very important
b = Somewhat important
c = Not at all important

a	b	c	
22%	25%	42%	32. Can live at home while attending.
21%	42%	35%	33. Friends or classmates plan to attend.
45%	29%	15%	34. Low cost
66%	20%	4%	35. Wide variety of courses
38%	42%	10%	36. Counselor or teacher suggestions
19%	42%	29%	37. Preference of parent or relative
60%	20%	9%	38. Reputation in my field of interest
44%	28%	18%	39. Financial aid
50%	33%	7%	40. Quality of student body
35%	42%	11%	41. Campus activities (clubs, organizations)
38%	45%	5%	42. Social life
45%	35%	10%	43. College faculty
23%	40%	27%	44. Athletic program
26%	43%	20%	45. Size of college

Part IV: On the back of this questionnaire, please state ways in which you feel Tusculum College can better serve the students of the Greeneville area.

PAGE A
List of Career Interests

Business & Commerce Technologies

1. Accounting
2. Banking & Finance
3. Bookkeeping
4. Business Administration
5. Business Education
6. Business Machine Maintenance
7. Business Management
8. Commercial Art
9. Communication Media
10. Cosmetology
11. Court Reporting
12. Data Processing
13. Distributive Education
14. Fashion Merchandising
15. Food Services
16. Graphic Arts & Printing
17. Hotel-Motel & Restaurant Management
18. Insurance (CLU)
19. Key punch Operator
20. Labor & Industrial Relations
21. Marketing Management
22. Photography
23. Real Estate
24. Retailing
25. Secretarial Science
26. Textile and Apparel Arts
27. Theatre Arts
28. Traffic Transportation Technology

Health Services & Paramedical Technologies

29. Biomedical Electronics
30. Dental Assistant
31. Dental Hygiene
32. Dental Laboratory Technology
33. Emergency Medical Services
34. Health Assistant
35. Inhalation Therapy
36. Medical Laboratory Technology
37. Medical Record Technology
38. Medical Secretary
39. Mental Health Aide
40. Mortuary Science
41. Nuclear Medical Technician
42. Nursing Home Administration
43. Nursing, Practical
44. Nursing, R.N.
45. Occupational Therapy
46. Operating Room Technician
47. Physical Therapist
48. Radiological Technology
49. Speech Pathology
50. Therapeutic Dietician & Nutritionist

Mechanical & Engineering Technologies

51. Aeronautical Technology
52. Air Conditioning & Heating
53. Aircraft Maintenance
54. Air Traffic Control
55. Architectural Building Technology
56. Auto Service Specialist
57. Auto Body Repair
58. Auto Mechanics
59. Aviation Science
60. Building Construction & Maintenance

Mechanical & Engineering Technologies-Continued

61. Carpentry
62. Chemical Technology
63. Civil Technology/Surveying
64. Diesel Mechanics
65. Drafting & Design Technology
66. Electricity, Industrial (Construction)
67. Electro-Mechanical Engineering Technology
68. Electronic Repair & Maintenance
69. Electronics Technology
70. Industrial Engineering Technology
71. Instrumentation Technology
72. Machine Shop
73. Masonry
74. Materials Handling
75. Mechanical Technology
76. Metals Technology
77. Nondestructive Evaluation
78. Nuclear Technology
79. Plastics Technology
80. Quality Control
81. Welding/Sheet Metal Work

Natural Science Technologies

82. Agriculture
83. Biological
84. Environmental Health Technology
85. Forest Technology
86. Horticulture & Landscaping
87. Pollution Control (Waste-Water)
88. Sanitation Technician

Public Service & Related Technologies

89. Child Care/Pre-Elementary Education
90. Commercial Security
91. Exceptional Education
92. Fire-Fighting/Safety Technology
93. Library Technology
94. Para-Legal (Legal Assistant)
95. Penal & Correctional Technology
96. Police Science (Law Enforcement)
97. Recreation Program Leadership
98. Security & Loss Prevention
99. Social Work Assistant
100. Teacher's Aide
101. Therapeutic Recreation
102. Urban and Regional Planning
103. Vocational Teacher Training

Traditional College Majors

104. Engineering: All types-Electrical, Mechanical, etc.
105. Social Sciences: History, Political Science, Psychology, Sociology, Pre-Law, etc.
106. Natural Sciences: Biology, Ecology, Pre-Med, Pre-Dental, etc.
107. Physical Sciences: Physics, Chemistry, Astronomy, etc.
108. Mathematics
109. Communications: English, Journalism, Languages, etc.
110. Fine Arts: Art, Music, Theatre, etc.
111. Business Administration
112. Education: Teaching

Program Not Listed on This Sheet—use code 113

Source: Kocher and Carroll 1980.

APPENDIX B

CHUCKY DOAK HIGH SCHOOL QUESTIONNAIRE AND RESPONSES

Directions: Be sure to answer every question as sincerely and thoughtfully as you can, even if your plans are not definite. Most of the questions can be answered by circling the appropriate letter to the left of the question. Select only one response.

Part I: Select one response only.

1. Sex:

- a. Male.....46.7%
- b. Female.....54.3%

2. Do you plan to attend a college, university or technical school after graduation?

- a. Yes.....56.5%
- b. No.....26.1%
- c. I don't know....17.4%

3. If you plan to attend a college, university or technical school, write the name of that school in the blank provided.

4. At the present time, what is your main occupational or career choice after you complete your education? (See Page A)

(Write in the name and code number of your occupational choice from those provided on Page A)

5. What was the highest educational level reached by your father?

- a. Less than 12th grade.....26.1%
- b. Completed high school.....41.3%
- c. Completed high school and some college....10.9%
- d. Completed college.....13.0%
- e. I don't know..... 6.5%

6. What was the highest educational level reached by your mother?
- a. Less than 12th grade.....37.0%
 - b. Completed high school.....26.1%
 - c. Completed high school and some college.....23.9%
 - d. Completed college.....10.9%
 - e. I don't know..... 2.2%
7. What has been the major emphasis of your high school education?
- a. Traditional academic coursework.....41.3%
 - b. Vocational coursework..... 6.5%
 - c. Both traditional academic and vocational coursework.....28.3%
 - d. I don't know.....21.7%
8. Please estimate your total "letter grade average" for the past four (4) years.
- a. A (superior).....10.9%
 - b. B (good).....47.8%
 - c. C (average).....41.3%
 - d. D (below average)..... 0.0%
 - e. F (failing)..... 0.0%
9. Which of the following will be your primary means for financing your education after graduation from high school?
- a. Parents30.4%
 - b. Academic/athletic scholarship..... 6.5%
 - c. Federal aid/bank loan..... 4.3%
 - d. Full-time or part-time employment.....21.7%
 - e. I do not plan to continue my education.....23.9%
10. To which particular religious denomination do you belong?
- a. Baptist.....26.1%
 - b. Episcopalian..... 2.2%
 - c. Methodist.....37.0%
 - d. Presbyterian.....15.2%
 - e. None of the above (other).....19.6%
11. What is your impression of Tusculum College academically?
- a. Excellent..... 6.5%
 - b. Good.....52.2%
 - c. Fair.....13.0%
 - d. Poor..... 4.3%
 - e. I don't know.....23.9%

12. When compared to similar courses at other colleges, the courses at Tusculum College are:
- a. More difficult.....10.9%
 - b. Equally difficult.....19.6%
 - c. Slightly easier..... 6.5%
 - d. Much easier..... 0.0%
 - e. I don't know.....63.0%
13. Do you feel Tusculum College has adequately informed you about their academic programs, scholarships and student life?
- a. Yes.....41.3%
 - b. No.....41.3%
 - c. I don't know.....17.4%
14. Do you feel Tusculum College has made a sincere attempt to recruit you as a student?
- a. Yes.....30.4%
 - b. No.....45.7%
 - c. I don't know.....21.7%
15. As a student, what do you feel is most important to you while at college? (Select one)
- a. Expanding social networks..... 0.0%
 - b. Personal enrichment and self understanding.....21.7%
 - c. Acquiring marketable skills.....34.8%
 - d. Enjoying college life while still young.....13.0%
 - e. Eventually making a lot of money.....21.7%

Part II: If you feel the following statements are true then circle "T", if false circle "F", and if you don't know circle "D".

T = True			F = False	D = I don't know
T	F	D		
37%	15%	47%	16. Students from Tusculum College make a substantial contribution toward the betterment of our community of Greeneville.	
47%	4%	47%	17. Teachers at Tusculum College are as qualified as teachers at any other four year college.	
58%	26%	15%	18. I have heard many positive statements about Tusculum College.	
13%	63%	23%	19. My own religious affiliation has an important effect upon the college I choose to attend.	

T	F	D	
58%	6%	34%	20. The majority of students who attend Tusculum are from the Northern states of New Jersey, New York, and Ohio.
54%	17%	28%	21. The financial cost of attending Tusculum College is too high for myself or my family.
30%	2%	67%	22. Admission to Tusculum at the end of the eleventh grade is possible for certain students.
34%	4%	60%	23. Students may be admitted to Tusculum on a part-time basis.
19%	0%	80%	24. Generally, a student who transfers to Tusculum College with an Associates Degree may immediately pursue studies in a selected major.
19%	6%	73%	25. Eighty-seven percent (87%) of the students who attend Tusculum College receive financial assistance.
50%	0%	42%	26. Remedial (basic) courses in English, Mathematics, and Reading are available to assist freshmen in the development of necessary skills.
30%	0%	69%	27. College credit can be awarded for professional, vocational, and off-campus experiences in which definite learning can be documented.
41%	26%	32%	28. The college library is available free of charge for public use.
32%	4%	63%	29. One third (1/3) of the full-time students attending Tusculum are from the Greeneville and Greene County area.
10%	2%	87%	30. Tusculum College faculty and certain personnel are available free of charge for public lectures, conferences and workshops.
69%	10%	19%	31. Tusculum College is known for its social life and partying.

Part III: Complete this section only if you plan additional education or vocational training after graduating from high school.

Instructions: How important are the following reasons for your choosing the college or vocational school you did rather than some other college? Use the following key.

a = Very important
b = Somewhat important
c = Not at all important

a	b	c	
39%	15%	23%	32. Can live at home while attending
19%	39%	19%	33. Friends or classmates plan to attend.
47%	26%	4%	34. Low cost
52%	21%	4%	35. Wide variety of courses
37%	30%	10%	36. Counselor or teacher suggestions
10%	41%	26%	37. Preference of parent or relative
67%	8%	2%	38. Reputation in my field of interest
37%	30%	8%	39. Financial aid
28%	43%	6%	40. Quality of student body
32%	32%	13%	41. Campus activities (clubs, organizations)
43%	21%	13%	42. Social life
39%	37%	2%	43. College faculty
15%	34%	28%	44. Athletic program
21%	34%	21%	45. Size of college

Part IV: On the back of this questionnaire, please state ways in which you feel Tusculum College can better serve the students of the Greeneville area.

PAGE A
List of Career Interests

Business & Commerce Technologies

1. Accounting
2. Banking & Finance
3. Bookkeeping
4. Business Administration
5. Business Education
6. Business Machine Maintenance
7. Business Management
8. Commercial Art
9. Communication Media
10. Cosmetology
11. Court Reporting
12. Data Processing
13. Distributive Education
14. Fashion Merchandising
15. Food Services
16. Graphic Arts & Printing
17. Hotel-Motel & Restaurant Management
18. Insurance (CLU)
19. Key punch Operator
20. Labor & Industrial Relations
21. Marketing Management
22. Photography
23. Real Estate
24. Retailing
25. Secretarial Science
26. Textile and Apparel Arts
27. Theatre Arts
28. Traffic Transportation Technology

Health Services & Paramedical Technologies

29. Biomedical Electronics
30. Dental Assistant
31. Dental Hygiene
32. Dental Laboratory Technology
33. Emergency Medical Services
34. Health Assistant
35. Inhalation Therapy
36. Medical Laboratory Technology
37. Medical Record Technology
38. Medical Secretary
39. Mental Health Aide
40. Mortuary Science
41. Nuclear Medical Technician
42. Nursing Home Administration
43. Nursing, Practical
44. Nursing, R.N.
45. Occupational Therapy
46. Operating Room Technician
47. Physical Therapist
48. Radiological Technology
49. Speech Pathology
50. Therapeutic Dietician & Nutritionist

Mechanical & Engineering Technologies

51. Aeronautical Technology
52. Air Conditioning & Heating
53. Aircraft Maintenance
54. Air Traffic Control
55. Architectural Building Technology
56. Auto Service Specialist
57. Auto Body Repair
58. Auto Mechanics
59. Aviation Science
60. Building Construction & Maintenance

Mechanical & Engineering Technologies-Continued

61. Carpentry
62. Chemical Technology
63. Civil Technology/Surveying
64. Diesel Mechanics
65. Drafting & Design Technology
66. Electricity, Industrial (Construction)
67. Electro-Mechanical Engineering Technology
68. Electronic Repair & Maintenance
69. Electronics Technology
70. Industrial Engineering Technology
71. Instrumentation Technology
72. Machine Shop
73. Masonry
74. Materials Handling
75. Mechanical Technology
76. Metals Technology
77. Nondestructive Evaluation
78. Nuclear Technology
79. Plastics Technology
80. Quality Control
81. Welding/Sheet Metal Work

Natural Science Technologies

82. Agriculture
83. Biological
84. Environmental Health Technology
85. Forest Technology
86. Horticulture & Landscaping
87. Pollution Control (Waste-Water)
88. Sanitation Technician

Public Service & Related Technologies

89. Child Care/Pre-Elementary Education
90. Commercial Security
91. Exceptional Education
92. Fire-Fighting/Safety Technology
93. Library Technology
94. Para-Legal (Legal Assistant)
95. Penal & Correctional Technology
96. Police Science (Law Enforcement)
97. Recreation Program Leadership
98. Security & Loss Prevention
99. Social Work Assistant
100. Teacher's Aide
101. Therapeutic Recreation
102. Urban and Regional Planning
103. Vocational Teacher Training

Traditional College Majors

104. Engineering: All types-Electrical, Mechanical, etc.
105. Social Sciences: History, Political Science, Psychology, Sociology, Pre-Law, etc.
106. Natural Sciences: Biology, Ecology, Pre-Med, Pre-Dental, etc.
107. Physical Sciences: Physics, Chemistry, Astronomy, etc.
108. Mathematics
109. Communications: English, Journalism, Languages, etc.
110. Fine Arts: Art, Music, Theatre, etc.
111. Business Administration
112. Education: Teaching

Program Not Listed on This Sheet—use code 113

Source: Kocher and Carroll 1980.

APPENDIX C

TUSCULUM COLLEGE QUESTIONNAIRE AND RESPONSES

Part I: Select one response only.

1. Sex:

- a. Male.....29.0%
- b. Female.....70.0%

2. Classification:

- a. Day student/Commuter.....35.5%
- b. Boarding student/Residential....62.0%

3. Status as of May 1, 1982:

- a. Freshman.....15.4%
- b. Sophomore....23.1%
- c. Junior.....29.5%
- d. Senior.....29.5%

4. Please indicate your present division of study:

- a. Creative arts and humanities.....14.1%
- b. Natural science and mathematics....14.1%
- c. Professional education.....39.7%
- d. Social science.....17.9%
- e. Undecided..... 9.0%

5. What was the major emphasis of your high school education?

- a. Traditional academic coursework.....73.1%
- b. Vocational coursework..... 3.8%
- c. Both traditional academic and vocational coursework.....17.9%
- d. I don't know..... 5.1%

6. Please estimate your overall college cumulative "grade point average" (GPA):

- a. 3.50-4.00.....21.8%
- b. 2.75-3.49.....41.0%
- c. 2.00-2.74.....30.8%
- d. 1.00-1.99..... 5.1%
- e. Less than 1.00..... 0.0%

7. Which of the following has been the primary means for financing your education?
- a. Parents.....21.8%
 - b. Academic/athletic scholarship.....19.2%
 - c. Federal aid/bank loan.....42.3%
 - d. Full-time or part-time employment..... 1.3%
 - e. None of the above (other)..... 5.1%
8. What was the highest educational level reached by your father?
- a. Less than 12th grade.....26.9%
 - b. Completed high school.....24.4%
 - c. Completed high school and some college...21.8%
 - d. Completed college.....21.8%
 - e. I don't know..... 5.1%
9. What was the highest educational level reached by your mother?
- a. Less than 12th grade.....15.4%
 - b. Completed high school.....35.9%
 - c. Completed high school and some college...19.2%
 - d. Completed college.....29.5%
 - e. I don't know..... 0.0%
10. To which particular religious denomination do you belong?
- a. Baptist.....34.6%
 - b. Episcopalian..... 3.8%
 - c. Methodist.....12.8%
 - d. Presbyterian.....14.1%
 - e. None of the above (other)....34.6%
11. What is your impression of Tusculum College academically?
- a. Excellent.....25.6%
 - b. Good.....53.8%
 - c. Fair.....15.4%
 - d. Poor..... 3.8%
 - e. I don't know..... 0.0%
12. When compared to similar courses at other colleges, the courses at Tusculum College are:
- a. More difficult.....21.8%
 - b. Equally difficult.....43.6%
 - c. Slightly easier.....11.5%
 - d. Much easier..... 2.6%
 - e. I don't know.....17.9%

13. As a student, what do you feel is most important to you while at college? (Select one)
- a. Expanding social networks.....1.3%
 - b. Personal enrichment and self understanding....56.4%
 - c. Acquiring marketable skills.....29.5%
 - d. Enjoying college life while still young..... 5.1%
 - e. Eventually making a lot of money..... 6.4%
14. How would you rate your Tusculum College training in terms of preparing you to compete effectively in the professional job market?
- a. Excellent.....24.4%
 - b. Good.....44.9%
 - c. Fair.....25.6%
 - d. Poor..... 2.6%
 - e. Extremely poor.... 1.3%

Part II: If you feel the following statements are true then circle "T", if false circle "F" and if you don't know circle "D".

T = True			F = False		D = I don't know	
T	F	D				
47%	26%	25%	15.	Students from Tusculum College make a substantial contribution towards the betterment of the Greeneville community.		
70%	14%	15%	16.	Teachers at Tusculum College are as qualified as teachers at any other four year college.		
25%	47%	26%	17.	Local residents of Greeneville and Greene County have a positive image of Tusculum College and its students.		
7%	88%	3%	18.	My own religious affiliation had an important effect upon my decision to attend Tusculum College.		
79%	15%	5%	19.	Graduates from Tusculum College are as likely to have potential for academic and professional advancement as graduates from any other four year college.		
48%	43%	7%	20.	Tusculum College adequately informs prospective students about its academic programs, scholarships, and student life.		
17%	76%	0%	21.	Tusculum College places too much emphasis on academics and not enough upon extra-curricular activities.		

T	F	D	
64%	25%	7%	22. The "Old Oak Festival" serves to promote better understanding between the students of Tusculum and the residents of Greeneville.
73%	6%	20%	23. Many prospective students say that they would like to attend Tusculum College but the financial burden is too great.
60%	15%	23%	24. Tusculum College takes an active role in recruitment of local (Greeneville) students.
30%	65%	3%	25. Tusculum College offers students an adequate variety of courses.
65%	20%	13%	26. Tusculum College is known for its social life and partying.
41%	46%	5%	27. The Tusculum College administration is responsive to the needs and concerns of the student.

Part III: Instructions: How important were the following reasons for your choosing to attend Tusculum College rather than some other college? Use the following key.

a = Very important
b = Somewhat important
c = Not at all important

a	b	c	
24%	7%	65%	28. Can live at home while attending
3%	14%	82%	29. Friends or classmates plan to attend
11%	19%	64%	30. Low cost
11%	38%	44%	31. Wide variety of courses
15%	36%	48%	32. Counselor or teacher suggestions
9%	24%	64%	33. Preference of parent or relative
44%	24%	29%	34. Reputation in my field of study
41%	33%	25%	35. Financial aid
20%	46%	33%	36. Quality of student body
16%	30%	51%	37. Campus activities (clubs, organizations)
17%	34%	44%	38. Social life

a	b	c	
33%	39%	26%	39. College faculty
16%	21%	60%	40. Athletic program
51%	33%	15%	41. Size of College
36%	18%	46%	42. Chance to get away from home

For each of the items you rated as "very important" in Part III, discuss on the back of this questionnaire whether or not Tusculum has lived up to your expectations in this area.

Part IV: Briefly respond to the following items. Place your responses on the back of this questionnaire. Use additional paper if necessary.

43. What are the most common reasons that Tusculum students decide not to return to Tusculum or instead, transfer to some other institution?
44. Have you ever considered not returning to Tusculum College? If so, for what reason?
45. In what ways could Tusculum College attract more students from the Greeneville area?
46. In what ways could Tusculum College better serve the community of Greeneville?

APPENDIX D

TUSCULUM STUDENT COVER LETTER

June 1, 1982

Dear Tusculum Student,

I am contacting all members of the Tusculum College student body. The enclosed questionnaire allows you and your fellow students to voice your opinions and attitudes regarding Tusculum College, its academic mission, and its role in the Greeneville community.

As Assistant Director of Admissions at Tusculum, it is my responsibility to recruit students. I am especially interested in finding out how our present programs and extracurricular activities are meeting or not meeting your needs.

Hopefully, you will take just a few moments to complete and return the enclosed questionnaire. Obviously your anonymity will be guaranteed, and only the final results of this study will be given to the administrative staff at Tusculum College. Please do participate, for your thoughts and directions can add importantly to the future direction of Tusculum College.

If you have any questions or would like additional information, feel free to contact me at Tusculum. Thank you for your cooperation.

Sincerely,

Steven B. Hearn
Assistant Director of Admissions

APPENDIX E

GREENEVILLE COMMUNITY QUESTIONNAIRE AND RESPONSES

Directions: Be sure to answer every question as honestly as possible. Most of the questions can be answered by circling the appropriate letter to the left of the question. Select only one response.

Part I: Select only one response.

1. What is your impression of Tusculum College academically?
 - a. Excellent.....15.6%
 - b. Good.....68.8%
 - c. Fair..... 7.8%
 - d. Poor..... 0.0%
 - e. I don't know..... 7.8%

2. Do you feel that Tusculum College has adequately informed you about their academic programs, educational opportunities and cultural events?
 - a. Yes.....67.2%
 - b. No.....25.0%
 - c. I don't know..... 7.8%

3. Have you ever attended or participated in an educational program, athletic event, social event or cultural program sponsored by Tusculum College?
 - a. Yes.....59.4%
 - b. No.....39.1%
 - c. I don't know..... 1.6%

4. If you answered "yes" to Question 3 above, please specify the particular function in which you participated or attended.
 - a. Educational program/class....18.8%
 - b. Athletic event..... 3.1%
 - c. Social activity.....10.9%
 - d. Cultural event..... 6.3%
 - e. I don't know..... 1.6%

5. Would you or your child ever consider enrolling in Tusculum College?
- Absolutely yes
 - Yes
 - Maybe
 - No
 - Absolutely not
6. If you answered "no" or "absolutely not" to Question 5, please explain why.
-
-
-

Part II: If you feel the following statement is true then circle "T", if false circle "F", and if you don't know circle "D".

T = True			F = False	D = Don't know
T	F	D		
70.3%	10.9%	17.2%	7.	Students from Tusculum College make a substantial contribution toward the betterment of the Greeneville community.
82.8%	4.7%	10.9%	8.	I have heard many positive statements about Tusculum College.
46.9%	12.5%	39.1%	9.	The majority of students who attend Tusculum College are from the Northern states of New Jersey, New York and Ohio.
25.0%	29.7%	43.8%	10.	The financial cost of attending Tusculum College is too great for the quality of education provided.
37.5%	3.1%	57.8%	11.	College credit can be awarded at Tusculum for professional, vocational, and off-campus experiences in which definite learning can be documented.
34.4%	9.4%	54.7%	12.	One third (1/3) of the students attending Tusculum College are from the Greeneville and Greene County area.
68.8%	7.8%	23.4%	13.	The "Old Oak Festival" serves to promote better community relations between the residents of Greeneville and the students at Tusculum College.

T	F	D	
62.5%	9.4%	26.6%	14. The Tusculum College administration, faculty and students should make a more sincere effort to become involved in community affairs.
9.4%	51.5%	37.5%	15. Tusculum College is known for its social life and partying.

Part III: Briefly respond to the following items. Place your responses on the back of this questionnaire. Use additional paper if necessary.

16. In what ways could Tusculum College better serve the community of Greeneville?
17. If you have any additional comments about Tusculum College, please write those comments on the back of this questionnaire.

APPENDIX F

GREENEVILLE COMMUNITY COVER LETTER

August 10, 1982

Dear Greeneville Resident:

Rarely do community members have the opportunity to voice their opinions about a local college. By responding to the enclosed questionnaire, you and your fellow Greeneville residents now have a chance to make your thoughts known to the administration at Tusculum College.

Currently I am pursuing a Master's Degree at The University of Tennessee, and my research topic focuses on the attitudes of Greeneville residents regarding Tusculum College, its students, and the school's role in the community.

Your name was selected at random from the Greeneville phone book. In addition to you, this letter and questionnaire will be sent to 250 other local residents.

Please take just a few moments to complete and return the enclosed form. Obviously your anonymity will be guaranteed, and only the final results of this study will be given to the administrative staff at Tusculum College. Please do participate, for your thoughts and directions can add importantly to the future direction of Tusculum College.

Thank you for your cooperation, and I look forward to hearing from you.

Sincerely,

Steven B. Hearn

VITA

Steven Brian Hearn was born September 30, 1955, in Nashville, Tennessee. He attended the McCallie School of Chattanooga, Tennessee, and graduated from that school in 1974. In 1978 he received a Bachelor of Arts degree, cum laude in Sociology/Anthropology from The University of Tennessee, Chattanooga.

Mr. Hearn served as Assistant Director of Admissions at the McCallie School before entering the anthropology graduate program at The University of Tennessee, Knoxville in 1979. The following year, he was awarded a graduate teaching assistantship in Cultural Anthropology. Mr. Hearn served as Assistant Director of Admissions at Tusculum College of Greeneville, Tennessee, from 1981-82. Currently, Mr. Hearn holds the position of Director of Boarding Student Admissions at the McCallie School in Chattanooga.